DOCUMENT RESUME

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IDENTIFIERS	Ethnic Heritage Studies Program Act

ABSTRACT

The document describes development, objectives, and activities of an ethnic heritage studies project entitled Preserving Ethnic Traditions (PET). Undertaken to aid high school teachers and students understand ethnic traditions in Delaware, the project focused on development of skills in areas of interviewing, photography, graphics, public speaking, and researching. Ethnic communities involved in the project included Pakistanis, Ukrainians, Hispanics, Blacks, American Indians, Amish, French, Germans, Africans, Chinese, Greeks, and Swedes. Project developers believe that the information presented in the document can be used as a model for other schools initiating an ethnic heritage studies program. The document is presented in 10 sections. Section I presents a directory of advisory council members and includes council correspondence. Section II outlines project objectives. Sections III and IV summarize project orientation, procedures, participant selection processes, interview techniques, and materials. Section V explains evaluation techniques. Sections VI and VII outline project materials. Section VIII offers a directory of individuals and organizations providing resources and publicity. Section IX describes seminars presented in Delaware communities by PET students. The final section describes an inservice program designed to help teachers develop Project PET activities. (DB)

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FINAL PERFORMANCE REPORT

ETHNIC HERITAGE STUDIES PROGRAM

1978

State of Delaware, Department of Public Instruction, Dover, Delaware 1990i

SO 011 967

FINAL PERFORMANCE REPORT
ETHNIC HERITAGE STUDIES PROGRAM

PROJECT TITLE: Preserving Ethnic Traditions (PET)

PROJECT NUMBER: 549AH70116

INTRODUCTION

The project objectives address themselves to the training of high school teachers and students in order to preserve ethnic traditions in the State of Delaware. The project also addresses itself to training students in basic skills and facilitating skills for the completion of the project. These skills are in the areas of interviewing, photography, graphics, public speaking and research. A final product of the students' research is compiled in a document to be available for instruction in Delaware schools. This document can be used as a model for schools initiating products of a similar nature. As a final phase of the project, students were given the experience of speaking to adult audiences regarding the learning that took place as members of a research team delving into the ethnic heritage of Delaware.

A. PROGRESS REPORT

All objectives were met as stated in the project proposal including selection of students, teachers and schools, training and materials completion.

Criteria for production of final material is included in Appendix 6. A summary of this appendix includes the manner in which materials were to be assimilated for the final product. Individual project directors were present at final assimilation and writing sessions to monitor adherence to the established criteria. Elements that were given priority were graphic presentations of articles, correct basic English usage, content and quality of photographs. Quality control is being maintained by project directors in proof reading and layout procedures necessary for an attractive instructional document.

B. DISSEMINATION

Plans are underway to produce 1500 - 2000 copies of the students' final product. The product includes instructions for replication as well as practical suggestions to avoid difficulties. The final product is a manual for continuation of successful practices and also a source of information to schools on Delaware's ethnic heritage. Project PET will be available to community ethnic groups and historical societies within the state.

C. TRAINING

Training was done to promote and develop skills necessary to implement Project PET. Training activities were summarized in the interim report and completed in October, 1978. Information on the process for training is included in Appendix 4. Training and use of materials has not been completed at this time and will be introduced when final product is received from printer. An inservice program is planned for January - February for teachers to use the process and the material, especially in the newly desegregated New Castle County School District. The purpose of this workshop will be to create awareness of ethnic groups in Delaware and also contribute understandings for better inter-group relationships. An objective of the workshop will be to create interest for teachers and in turn with students to study other ethnic groups in Delaware.

D. COOPERATIVE ACTIVITIES

Cooperative activities included presentation and discussion with ethnic groups. Presentations included a background of the project, a process for gathering information and discussion of the findings. Project PET students made presentations about the following adult ethnic groups:

Dickinson High School - Pakistanis
Mt. Pleasant High School - Ukrainians
Wilmington High School - Hispanics and Blacks
Sussex Central High School - Nanticoke Indians and Sussex Countians
Holy Cross High School - Amish

These evening presentations were funded by a Delaware Humanities Forum grant. The purpose of the presentations was to give insights about the ethnic groups to the community at large and to focus attention on their heritage and contributions. In addition, representative organizations were consulted, resources were utilized and attention was brought to their purposes and activities. Lasting relationships were established between the student project participants and members (especially the senior citizens) of the various ethnic communities.

E. ADVISORY COUNCIL

The advisory committee has been satisfied with the results of the project. Any early concern was in relation to dissemination beyond the schoolhouse walls. This concern was addressed when students held public seminars in the communities under a grant from the Delaware Humanities Forum. The seminars included both Project PET student participants and humanities scholar selected from the academic community. The scholar complemented the Project PET teams' presentations at the various seminars. The seminars included photographic essays, slide/tape presentations, student reports on project activities, insights by scholars and discussion with audience. The advisory committee fully supported and encouraged this activity. Additional suggestions will be solicited from the advisory committee in the final phase of dissemination and as we continue to develop follow-up activities.

FURTHER COMMENTS

The following is a compilation of student and teacher coordinator remarks in reference to the project. It was determined that:

1. A one-week workshop is not sufficient time to teach interviewing, photography and writing skills needed for a project of this magnitude.

2. The school administration should provide a specific time frame for the students and teacher coordinators to develop and carry out the project. The project will succeed in those high schools that encourage students to take time out from regular classroom activities for enrichment. Students and teachers that are concerned with attending all classes daily, without exception, found it very difficult to organize and plan a community project like PET successfully.

3. Teacher coordinators must be genuinely interested in and understand the objectives of the project and provide direction at the offset of the project until student interest is generated to sustain and fulfill the objectives. There was some wasted motion because students were not certain of the task to be completed.

4. The administration should agree to grant credit to the students for social studies, language arts or other appropriate areas to improve student motivation. This action was encouraged by the project directors and the Department of Public Instruction.

5. The concept should be shared with schools throughout the state. The project has been launched and the trial has been completed. If a group of students in the schools need or want some kind of project to make their high school experience more meaningful, then the opportunity should be provided.

6. Students should be persistent in interviewing and photographing people. Contacts should be established easily, many interviews should be conducted and many photographs should be taken in order to have sufficient material for a representative publication.

7. If students are involved in the project as an activity beyond their regular class schedule, they <u>should not</u> be involved in after school activities. It was found that many of the Project PET students were school leaders and were over-committed. Many of the Project PET activities were, out of necessity, conducted during non-school hours.

8. Compensation in the form of released time should be given to the teacher coordinators as a further incentive to direct their school project. The teacher coordinator role, in most cases, was beyond their regular school day.

9. At least one team member should be selected who is a member of the ethnic group being studied.

10. Equipment should be scheduled on a regular basis or permanently assigned to the project teams in order to prevent conflict in the use of equipment. The equipment must be accessible to project team members on short notice.

Student attitudinal change represented was one of the meaningful aspects of the project. A sampling of student reactions follows:

> "I think the people were most proud of the way they got started in America, adapted to the American way of life, but kept their customs and traditions."
>
> "We had a lot of fun just talking to the people and sampling their traditional foods."
>
> "They (the ethnic group) viewed our work as another attempt from outsiders to exploit their way of life. However, as we asked serious questions, kept eye contact and listened intently, the barriers broke down. At the end of the project we were certain that they viewed us as friends taking a deep interest in their way of life."
>
> "Experience in this project has shown me that whatever background or heritage I am from, I should be proud of it. To be a successful person in life, you must be proud of yourself and you cannot be proud of yourself without being proud of your heritage."

Our final product is at the printers. Upon completion copies will be forwarded. We commend our students and the teacher coordinators for the outstanding work they have accomplished. Teacher inservice has been planned to disseminate the results of the project and to encourage continuation of the process that was utilized to finalize the project.

nt
12/19/78

APPENDIX 1

ADVISORY COUNCIL

STATE OF DELAWARE
DEPARTMENT OF PUBLIC INSTRUCTION
DOVER, DELAWARE 19901

KENNETH C. MADDEN
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

RANDALL L. BROYLES
HOWARD E. ROW
JOHN J. RYAN
ASSISTANT SUPERINTENDENTS

November 30, 1976

MEMORANDUM

TO : Ethnic Heritage Advisory Committee

FROM : Dr. Donald H. H. Wachter
State Director of Instruction

Mr. Donald R. Knouse
State Supervisor of Social Studies

Dr. Robert Zaetta
State Supervisor
Modern Foreign Languages

SUBJECT: ETHNIC HERITAGE PROJECT ADVISORY COMMITTEE

We are in the process of writing an Ethnic Heritage Project for federal funding. The funding period will be for one year, and we would like you to serve as a member of the advisory council for this project. The duties of the council will be to provide imput into the goals and objectives of the project and to periodically meet to examine the progress of the work, if and when federal funding is granted.

The project is designed to research contributions of ethnic groups residing in the state of Delaware. Ten school districts, each with eight students, one social studies teacher and one language arts teacher will be selected to participate in this project. The participants will be trained in the methods of research utilizing oral history techniques as the framework. Oral history methodology includes interviewing members of various ethnic groups, photographing people and artifacts and collecting folklore materials. The above will be accomplished after a detailed study has been of the history of the various ethnic groups. Each school district would be responsible to research one or two ethnic groups that are predominant within its boundries or within close proximity. The research will serve to produce written material and collect artifacts that will be made available for instructional purposes to Delaware schools. The ten participants from each of the districts would be trained in a one week workshop by a consulting group experienced in oral history techniques. At the end of the training session, the participants will be involved in the above mentioned activities.

The First State

You have been selected for the advisory council for your expertise and interest in ethnic studies and for your work with ethnic groups. There will be a public meeting for your imput on the project's goals and objectives on Monday, December 13 at 7:00 P.M. in room 107 of the Townsend Building, Dover, Delaware.

DHHW/DRK/RZ:awh

cc: Dr. Kenneth C. Madden
Dr. Randall L. Broyles

ETHNIC HERITAGE PROJECT ADVISORY COMMITTEE

		Ethnic Group Represented
Ms. Angela Case	Assistant Professor College of Education University of Delaware Newark, DE 19711	Black
Paul Makowski	Social Studies Teacher Brandywine Springs Jr. High School Marshallton-McKean School District Wilmington, DE 19808	Polish
Luis Mendez	Bilingual Coordinator Wilmington School District Wilmington, DE 19801	Puerto Rican
Dr. James Newton	Director, Black Studies University of Delaware Newark, DE 19711	Black
Laurence Henry	Director, Historical and Cultural Affairs Dover, DE 19901	English
Fr. Robert Balducelli	St. Anthony's Roman Catholic Church 901 North DuPont Street Wilmington, DE	Italian
Ms. Lucille Sherman	Coordinator of Social Studies Mt. Pleasant School District Wilmington, DE 19809	Jewish
Rev. Richard Bailey	Publications Director Methodist Peninsula Conference Office Dover, DE 19901	German

DK/awh
12/14/76

APPENDIX 2

OBJECTIVES
AS
PROJECT DIRECTORS
AND
STAFF

GOAL: II. TO IMPLEMENT THE PROJECT PET PROGRAM OF ETHNIC STUDIES.
*Responsible supervisors noted in Activities column

Donald R. Knouse
State Supervisor of Social Studies

OBJECTIVES	ACTIVITIES	TIMELINE	STAFF AND FISCAL RESOURCES NEEDED
OBJECTIVE 1. To develop and implement managerial and instructional plan for ethnic studies in ten (10) school districts. Evaluative Criteria Activities (a - c) will be fully acceptable when involvement of ten LEA's have been confirmed and State Director of Instruction has reviewed and approved managerial and instructional plan. Activity (d) will be fully acceptable when project funds are expended in keeping with project budget in compliance with DPI business office and USOE regulations. Activity (e - f) will be fully acceptable when project teacher's workscope is confirmed and criterion-referenced evaluation instrument assessing participants acquisition of knowledge of project objectives, interview, photography and production techniques is completed with students attaining 100% of indicated area competencies.	a. Develop managerial and instructional plan. (Knouse, Zaetta, Gervan)	July - Aug. 1977	
	b. Consult supporting agencies and confirm involvement. (Knouse, Zaetta, Gervan)	July - Aug. 1977	
	c. Confirm participating school districts, contact appropriate school officials and initiate project procedures. (Knouse, Zaetta)	July - Aug. 1977	
	d. Purchase equipment, materials and appropriately disburse funds as indicated in project budget. (Knouse, Zaetta)	July 1977 - June 1978	
	e. Confirm workscope with LEA project teachers. (Knouse, Zaetta)	September 1977	
	f. Complete teacher-student orientation/training workshops for project participants from each county, 10 LEA's, 100 people. (Knouse, Zaetta, Gervan)	Oct. 3-7, 1977 and Oct. 10-14, 1977	State Supervisor of English (3 days)

DHHN:ehc
8/77
Instruction vision

GOAL: I. TO DEVELOP CURRICULAR GUIDES IN THE SOCIAL STUDIES FOR THE IMPLEMENTATION OF STATE ADOPTED COMPETENCIES.

Donald R. Knouse
State Supervisor of Social Studies

OBJECTIVES	ACTIVITIES	TIMELINE	STAFF AND FISCAL RESOURCES NEEDED
OBJECTIVE 3. The State Supervisor of Social Studies will construct a resource guide utilizing selected consumer education concepts and activities to be utilized by teachers of the mildly handicapped in both regular and special classes. Evaluation The objective will be fully met when the guide is distributed and data collected from a random sample of teachers of the mildly handicapped reports a usage level that is positive.	a. Select participants to produce the guide.	May 1977	Dr. Connie Allen and State Supervisor of Social Studies
	b. Develop a model for concept and activity development for participants use. (Concepts to be based on competencies.)	May 1977	
	c. Conduct inservice workshop for participants to develop activities for selected concepts.	June 27, 28, 1977	Participants (2 days)
	d. Participants will critique and made recommendations on each concept and activity developed in workshop.	June 27, 28, 1977	
	e. All concepts and activities will be combined in a teacher's guide.	July - Aug. 1977	Dr. Allen and State Supervisor of Social Studies (2 days)
	f. Rough draft of guide will be typed.	August 1977	
	g. Selected teachers will evaluate rough draft.	Sept. - Nov. 1977	Allen, Knouse and teachers (1 day)
	h. After revision, guide will be printed and distributed to teachers of mildly handicapped.	December 1977	$900 for printing

DHHW:ehc
8/77
Instruction Division

CAL: - II. [illegible] IMPLEMENT THE PROJECT PET PROGRAM OF ETHNIC STUDIES.
[illegible]ponsible supervisors noted in Activities colum[illegible]

Donald R. Knouse
State Supervisor of Soci[illegible]Studies

OBJECTIVES	ACTIVITIES	TIMELINE	STAFF AND FISCAL RESOURCES NEEDED
OBJECTIVE 2. To compile appropriate project reports and final product instructional materials. Evaluative Criteria Activity (a) will be fully acceptable when reports indicating frequency and quality of technical assistance to LEA ethnic studies project by state project coordinators are submitted to State Director of Instruction. Activity (b) will be fully acceptable when mid and end-of-year progress and status reports are received from LEA's and reviewed for appropriate corrective action as recommended by project coordinators, Ethnic Studies Advisory Council and State Director of Instruction. Activity (c) will be fully acceptable when state project coordinators review student-produced ethnic heritage materials for two public exhibits. Activity (d) will be fully acceptable when final project instructional materials have been subitted and have met product	a. Complete provision of technical assistance through on-site interim product evaluations and continued teacher/student training. (Knouse, Zaetta, Gervan, Houpt)	November 1977 - May 1978	Art Reach staff 30 days
	b. Complete compilation of project reports including LEA reports, interview schedules, prepared exhibits, student lectures, student completed competencies, interim and completed progress reports. (Knouse, Zaetta, Gervan, Houpt)	November 1977 - June 1978	
	c. State project coordinators will arrange to hold two interim public exhibits of student-produced ethnic studies, print and visual materials, after a review of these materials. (Knouse, Zaetta, Gervan)	Mar. - April 1978	
	d. Complete production, publication and plans for dissemination and use of project materials. (Knouse, Zaetta, Gervan)	June 1978	State Supervisor of English (2 days)

DHHW:ehc
8/77
Instruction Division

GOAL: II. (Continued

Donald R. Knouse
State Supervisor of Social Studies

OBJECTIVES	ACTIVITIES	TIMELINE	STAFF AND FISCAL RESOURCES NEEDED
guidelines formulated by state project coordinators and approved by State Director of Instruction and when community and school representatives support identifiable use of final project instructional materials and dissemination plan.			

DHHW:ehc
8/77
Instruction Division

APPENDIX 3

ORIENTATION TO PROJECT

STATE OF DELAWARE

DEPARTMENT OF PUBLIC INSTRUCTION

THE TOWNSEND BUILDING
DOVER, DELAWARE 19901

KENNETH C. MADDEN
STATE SUPERINTENDENT

RANDALL L. BROYLES
HOWARD E. ROW
JOHN J. RYAN
ASSISTANT SUPERINTENDENTS

August 24, 1977

TO: Chief School Officers

FROM: Donald H. H. Wachter, State Director of Instruction
Donald R. Knouse, State Supervisor, Social Studies
Robert A. Zaetta, State Supervisor, Modern Foreign Languages
James R. Gervan, State Supervisor, Art and Music

SUBJECT: PROJECT PET - PRESERVING ETHNIC TRADITIONS

As a follow-up to our contact with you or one of your administrative officers, we are pleased to confirm the participation of your school district in the statewide Project PET program during the 1977-78 school year. We are certain that the involvement of your students in this project will be of educational significance to each of them and of great value and pride to your district.

Attached is your copy of the initial program clarification and development information to be forwarded to the indicated administrative officer and high school principal in your district. Thank you for your assistance in forwarding the enclosed materials.

Should you have any questions regarding this project or material, please feel free to call us.

DHHW/DRK/RAZ/JRG/reb
Attachment
cc: Dr. Kenneth C. Madden
Dr. Randall L. Broyles

STATE OF DELAWARE

DEPARTMENT OF PUBLIC INSTRUCTION

THE TOWNSEND BUILDING
DOVER, DELAWARE 19901

KENNETH C. MADDEN
STATE SUPERINTENDENT

RANDALL L. BROYLES
HOWARD E. ROW
JOHN J. RYAN
ASSISTANT SUPERINTENDENTS

August 24, 1977

TO: High School Principals and
Project PET In-School Coordinators

FROM: Donald H. H. Wachter, State Director of Instruction
Donald R. Knouse, State Supervisor, Social Studies
Robert A. Zaetta, State Supervisor, Modern Foreign Languages
James R. Gervan, State Supervisor, Art and Music

SUBJECT: PROJECT PET - PRESERVING ETHNIC TRADITIONS
PARTICIPATION INFORMATION AND PROCEDURES

The purpose of this memorandum and attached material is to provide information on sequential procedures pertaining to the development and completion of the Project PET program in your school, see Project description, attachment 1. The major concepts and skills to be developed and acquired by students in this project are included in the Rationale for Granting Alternative Education Credits information, attachment 2. The State Department of Public Instruction has approved of students receiving alternative education credits for work in this project based on this rationale statement and related material. We hope the granting of alternative education credits to students involved in this project at your school will meet with your approval.

PROCEDURES

1. TEACHER SELECTION AND RESPONSIBILITIES:

   a. Principal is to select one social studies and one language arts teacher, who express interest and willingness to participate fully in the year-long Project PET. Selection to be completed by September 9, 1977. Names of selected teachers to be called in to Donald R. Knouse at 678-4885 in Dover on this date.

   b. Selected teachers will be responsible for:

      . attending two full days of a one week student/teacher training workshop, with substitute teacher funds provided by the project.

- completion of attachment 3, including inventories regarding cassette audio tape recorders/players, darkroom facilities/ camera/slide equipment to be sent to Mr. Donald R. Knouse in the State Department of Public Instruction no later than September 15, 1977.

- other duties as identified in the attached project description, attachment 1.

c. It is requested that the social studies teacher be designated as the in-school project director and serve as a facilitator of communication with State Department of Public Instruction state project directors and persons in the target ethnic community.

2. STUDENT SELECTION PROCESS:

a. Principal and in-school project teachers will provide Project PET participation information to tenth and eleventh grade students including attachment 4, Student Interest Response Form. This process is to start as soon as teachers are selected, but no later than September 12, 1977.

b. Attachment 4 form is to be completed by interested students and returned to the High School Principal no later than September 16, 1977.

c. Following receipt of attachment 4 form, it is requested that a student participant selection committee be appointed including at least the principal, both selected in-school teachers and one guidance counselor, to -

- screen attachment 4 form received from students.

- select eight students to participate in the project, requesting that they complete the Student Participant Information and Parent or Guardian Permission and Agreement Form, and Student Participant Agreement Form, attachment 5, and Inventory of Student-Owned Equipment, attachment 6.

d. Attachment forms 5 and 6 are to be returned to the high school principal no later than 9:00 a.m. Friday, September 23, 1977.

e. Principal please call Donald Knouse in Dover at 678-4885 by noon on Friday, September 23, 1977 with name and home address for each of the eight students selected from your school. This is necessary to enable coordination of mailing workshop information directly to students. A copy of all completed attachment forms is also to be sent to Mr. Donald Knouse on this date.

f. Schools please inform students/parents, guardian of final selection by mail as soon as decision is made.

3. STUDENT/TEACHER TRAINING WORKSHOP

Two one-week long project workshops will be held in conjunction with training aspects.

Workshop I - at Absalom Jones Community Center, October 3-7.
Districts participating: Claymont, Wilmington, Alexis I. duPont, Mt. Pleasant, Marshallton-McKean. (Workshop schedule attachment 7)

Workshop II - Dover Area, October 10-14.
Districts participating: Conrad Area, Smyrna, Capital, Seaford, Indian River. (Workshop schedule attachment 7)

It is requested that permission be granted Project PET students to attend the designated workshop for their district on each workshop day from 9:00 a.m. - 3:30 p.m. Teachers attend workshop I on October 3 and 7, Workshop II, October 10 and 14.

4. ALTERNATIVE EDUCATION CREDITS

The Rationale for Granting Alternative Education Credits for students participating in the project, attachment 2, gives basic information regarding this important aspect of the project. Further information will be presented during discussions with the State Project Directors.

5. STUDENT COMPETENCY RECORD

Students participating in the project workshop will be expected to experience appropriate competencies as indicated on the sample competency record form, attachment 8. Students working within particular areas of the project as a major effort may not complete all further competencies while others working across area boundary lines will be able to complete more competencies. These further higher level competencies for the total project are being developed.

PROJECT PET - September/October, IMPORTANT DATES

SEPT. 9 - Selection of 2 teachers at each school completed by principal with names called in to Donald Knouse, State Department of Public Instruction.

SEPT. 12 - Latest date attachment 4 Student Interest Response Form process is to be initiated.

SEPT. 15 - Attachment 3 to be completed and sent to Donald Knouse, State Department of Public Instruction.

SEPT. 16 - Attachment 4 forms to be completed by students and returned to Principal.

SEPT. 23 - · Attachments 5 and 6 to be completed and returned to Principal.
· Names of selected students called in to Donald Knouse, State Department of Public Instruction.
· Copy of completed attachment forms 5 and 6 sent to Donald Knouse, State Department of Public Instruction.

OCT. 3-7 - Workshop I, all students from indicated schools attend, teachers from these schools attend on October 3 and October 7.

OCT. 10-14 Workshop II, all students from indicated schools attend, teachers from these schools attend on October 10 and October 14.

DHHW/DRK/RAZ/JRG/reb
Attachment
cc: Dr. Kenneth C. Madden
Dr. Randall L. Broyles

PROJECT PET - PRESERVING ETHNIC TRADITIONS

PROJECT DESCRIPTION

I. PURPOSE OF PROJECT

To preserve the ethnic heritage of Delaware and acquaint students and teachers in the oral history techniques. Students will interview, tape and photograph older members of ethnic groups in their environment.

II. PROCESS

A. Selection of Students and Teachers

1. 8 sophomores or juniors and 1 social studies teacher and 1 language arts teacher will be selected from ten school districts.

2. The ethnic studies team will reflect a sexual, racial, social and academic mix. Students should be chosen on the basis of individual and overall contributions to the project rather than strictly on academic ability.

3. The screening and selection process will take place as indicated in the Memorandum to the High School Principal.

4. Students will be chosen according to skills and/or personalities and commitment to the project.

5. Students will sign a final agreement form to complete the work as well as other appropriate forms in the orientation packet.

6. A parent/guardian permission slip must be signed to allow the student to participate in the project.

7. Teachers will serve in an advisory capacity to project students and be willing to participate in and support the project.

B. Training

1. Students will receive a one-week training session at the start of the project. Students will be trained in interview techniques, recording and transcribing procedures, photography, data collecting, and layout. In addition, students will receive training in report writing, public speaking and public relations.

2. Social studies and language arts teachers will receive two days training the first and last day of the workshop.

3. Training will be conducted by consultants who have demonstrated expertise in particular areas, e.g., interviewing, photography, and students will elect areas of the training as their specialty which will contribute to the overall success of the project team.

4. Project plans will be completed by each team including timelines, task assignments and decisions on course credits by the end of the training workshop.

C. Important Considerations

1. School districts will determine if alternative education credits will be granted, as previously approved by the Department of Public Instruction.

2. A student kept activity and time log will be monitored by project teachers and submitted as a part of each school final report.

3. Due to the nature of the work inherent in this project, participating student's class schedules will need flexibility, as it is expected that project work will take place during and after school hours as well as on weekends.

4. Community contacts will be made by school district personnel and state project directors in keeping with assigned ethnic study areas.

D. Expected Outcomes

1. To capitalize on the natural curiosity of young people and motivate them to further learning through a unique exploratory experience.

2. To involve both young and old generations of different ethnic backgrounds to learn about and appreciate each other's contributions, worth and interest.

3. To bridge the school with the ethnic community.

4. To interest students in a variety of career options.

5. To instill pride in work toward completion of a product for which students will be responsible.

E. End Products

To be prepared by each school Project PET Team:

1. A photographic essay of the ethnic group(s).
2. Taped interviews and transcriptions of important excerpts from tapes.
3. Development of portable exhibits.
4. A written document about the ethnic group(s) using a general format and size to be determined by state project directors

and consultants in conjunction with school project teachers and students for statewide dissemination.

III. Evaluation

1. Checklist of mastered student competencies will be prepared.

2. Monitoring process by participating teachers and project directors will be completed.

3. Quality control will be maintained by project teachers and directors throughout the project.

4. A workscope timeline will be developed by school districts using state guidelines.

RATIONALE FOR GRANTING ALTERNATIVE EDUCATION CREDITS FOR STUDENTS PARTICIPATING IN THE PROJECT PRESERVING ETHNIC TRADITIONS-PET

The educational activities provided to students in Project PET are consistent with the purposes and goals of alternative education. The project will provide meaningful learning opportunities and a challenging educational experience for the students involved. This project will encourage the students with special interests and needs to be involved in an educational program that is individualized while requiring students to participate in learning experiences outside the school. The project also provides the opportunity for students to explore careers through the development of skills in such areas as journalism, photography, anthropology, public relations and media-oriented careers. The project includes the humanities, components of ethnic music, art, language, and the behavioral sciences, since the main purpose of Project PET is to study the environment and history of various ethnic groups. For students to obtain an understanding of the United States in all of its cultural and ethnic dimensions, the school curriculum should include the continuous parallel study of several ethnic cultures that developed throughout the history of the United States. The conceptual framework for this project is based on the following topics that students will have an opportunity to examine, including (1) native American civilizations (2) European and African-descent settlers, (3) relations of native American civilizations with the expanding United States society, (4) ethnic groups economic and political systems, philosophies, cultural patterns, class structures, literary and artistic traditions and concepts of law and land rights, (5) the impact of the multi-ethnic groups on the development of culture and society in the United States and the converse impact of the United States on them, (6) the process of cultural and ethnic conflict, fusion and co-existence.

The major concepts to be developed and acquired by students in this project are:

(1) Multi-ethnic perspectives. Nearly all textbooks and curriculum designs in dealing with the society of the United States are based on the dominant society's perspective. To correct these distortions, Project PET will introduce multi-ethnic perspectives into the instructional program.

(2) Comparative ethnic experiences. Project PET participants will learn about ethnic groups through comparing ethnic experiences, e.g., what similar and different forms of prejudice and discrimination has each group experienced?

(3) Intergroup relations. Focus on the actions of the ethnic group as it received and reacted to pressures from the larger society and other ethnic groups.

(4) Ethnic diversity. Focus on the diverse aspects of ethnic peoples in all occupations rather than only the success-story heroes.

two Carnegie units, two credits would be granted. No further approval from the State Department of Public Instruction is necessary for this student study option.

The following alternative options require submission of a course syllabus including instructional sequence and student expectancies to the State Director of Instruction for review and approval:

Language Arts Credit	3. Students will demonstrate completion of competencies in the communication related portion of the project's concepts and skills for one Carnegie unit in language arts. This study would be in lieu of attending a required language arts class.
Social Studies Credit	4. Students will demonstrate completion of competencies in the social science related portion of the project's concepts and skills for one Carnegie unit in social studies. This study would be in lieu of attending a required social studies class.
Combined Language Arts - Social Studies Credits	5. Students will demonstrate competencies in all of the project's concepts and skills for two Carnegie units, one in language arts and one in social studies. Syllabus and student expectancies in support of this credit option should address combined learning in both subject area courses and exceed expectations of the individual courses. This study would be in lieu of language arts and social studies required classes.

Audio taping of interviews and related information is an inherent aspect of this project.

Please answer the following questions:

	YES	NO
. Will Project PET students be permitted to use school owned Cassette Audio Tape (Norelco type) Recorders for out of school project work?	____	____
. Will at least two school owned Cassette Audio Tape Recorders be available for Project PET student use?	____	____
. Are Cassette blank tapes available for Project PET students' use and permanent retention of recorded information? If so, how many - number _____	____	____

Specific Recorder Data - Two Machines:
(indicate appropriate answers)

. Brand Name	School Owned	Available for Project Use
Machine No. 1. _____	_____	_____
Machine No. 2. _____	_____	_____

. Speed	. Power	
1. _____	1. AC_____	Batteries_____
2. _____	2. AC_____	Batteries_____

. Remote Microphone		. Built-in Condensor Microphone	
1. ___Yes___	___No___	1. Yes _____	No _____
2. ___Yes___	___No___	2. Yes _____	No _____

Note other information, comments, questions:

_____

_____

	YES	NO
. Are school owned (Kodak Carousel type) slide projectors available for Project PET student out of school project work and presentations? If the answer is yes to this item, complete the following information:	____	____

Projector type-Name_____No. of Items Available_____

Slide trays available - No._____

PROJECT PET - PRESERVING ETHNIC TRADITIONS

STUDENT INTEREST RESPONSE FORM

Having received information about the Project PET program and student responsibilities related to the program, I am interested in being considered as a Project PET student participant. The information inventory on the back of this sheet is also completed.

_____ _____

Student Name Date

PARENT, GUARDIAN APPROVAL OF STUDENT RESPONSE

I/we the parent(s), guardian(s) of _____
(student's name) approve of the above named student being considered for selection as a Project PET student participant.

_____ _____

SIGNATURE(S) PARENT(S), GUARDIAN(S) DATE

*DUE IN PRINCIPAL'S OFFICE: NO LATER THAN SEPTEMBER 16, 1977

INVENTORY ITEM: DARKROOM FACILITIES/CAMERA/SLIDE EQUIPMENT

Photographic project data collection and presentation are inherent aspects of this project.

Please answer the following questions:	YES	NO
. Is there a working darkroom in your high school that is available for Project PET student use?	____	____
. Is there a darkroom that is not in working order in your high school that could be made available for Project PET student use if professional advice and assistance were provided?	____	____

. If the answer is yes to the first item, complete following information:

Size of darkroom _____ x _____ No. of work stations _____

Equipment: (check if the answer is yes)

developing trays	____	fresh chemicals	____	film tank	____
photographic paper	____	print washer	____	safe lights	____
print dryer	____	mounting press	____		
timer	____	water temperature control	____		
contact printer	____				

enlarger(s) _____ (No.) (Name _____ Lens Type _____ Size _____)

extras (write in) _____

_____

. Are school owned single reflex 35 mm cameras available for trained Project PET student out of school project work? If the answer is yes to this item, complete following information:	YES	NO
	____	____

35 mm camera name(s), no. of items: _____

_____

automatic metering	____	____
additional lens/size mm _____	____	____
flash equipment	____	____
tripod(s) no. _____	____	____

*TO BE COMPLETED BY NO LATER THAN SEPTEMBER 15, 1977

SEND FORM TO: MR. DONALD R. KNOUSE
STATE DEPARTMENT OF PUBLIC INSTRUCTION
TOWNSEND BUILDING
DOVER, DELAWARE 19901

PROJECT PET - PRESERVING ETHNIC TRADITIONS

STUDENT PARTICIPANT INFORMATION

Student Participant Name (Please Type or Print): _____

Complete Home Address: _____

_____ ZIP: _____

Home Telephone: _____ Age: _____ Grade: _____

Parent/Guardian Name: _____ Telephone: _____

High School Name: _____ District: _____

Complete Address: _____ Telephone: _____

Principal's Name: _____ Telephone: _____

PARENT OR GUARDIAN PERMISSION AND AGREEMENT FORM

I/we the parent(s), guardian(s) of _____ *(student's name) give the above-named student our permission to be a participant in the PET - Preserving Ethnic Traditions Project - for a time period from September, 1977 until June, 1978.*

I/we further understand and agree that as a Project PET student participant _____ *(student's name) will have my/our permission to:*

a. *attend and participate in all program activities including - one week project training workshop, out of school project development, interview and presentation meetings.*

b. *travel to such functions deemed appropriate in the company of other student team members.*

_____ Date: _____
SIGNATURE PARENT, GUARDIAN

_____ Date: _____
SIGNATURE PARENT, GUARDIAN

Please have <u>each</u> parent, guardian sign above.

NOTE: Each parent/guardian signing this form should review all aspects of the student participant agreement form signed by this student.

PROJECT PET - PRESERVING ETHNIC TRADITIONS

STUDENT PARTICIPANT INFORMATION INVENTORY

Please write or type information indicating reason(s) for your interest in Project PET.

Please write or type a brief list indicating a summary of past accomplishments including special events, honors, awards, work with school publications, drama, speech or debate groups and photography.

STUDENT SIGNATURE _____ DATE _____

PROJECT PET - PRESERVING ETHNIC TRADITIONS

INVENTORY OF STUDENT-OWNED EQUIPMENT

In order to assist project directors in ordering needed equipment for Project PET, please provide us with the following information:

. Do you have access to the following equipment that you can use during the project?

35 mm camera yes___ no_____

35 mm single lens reflex camera yes_____ no_____

If yes to any of the above, please indicate:

make_____ and model_____.

Please indicate additional lenses and identify type_____

. Do you have camera(s) other than above? If so, indicate:

make_____ and model_____.

. Personal darkroom facilities? yes_____ no_____

. Portable audio-tape recorder? yes_____ no_____

. Typewriter? yes_____ no_____

. Do you have a driver's license? yes_____ no_____

. Can you obtain permission to use an automobile during Project PET? yes_____ no_____

*DUE IN PRINCIPAL'S OFFICE: NO LATER THAN 9:00 A.M., SEPTEMBER 23, 1977

PROJECT PET - PRESERVING ETHNIC TRADITIONS

STUDENT PARTICIPANT AGREEMENT FORM

As a student selected from my high school to be a participant in the Project PET - Preserving Ethnic Traditions program, I agree to:

a. attend and participate in all program activities including - the one week project training workshop and out of school project development, interview and presentation meetings as scheduled throughout the yearlong program.

b. assist all other members of my school Project PET team in developing and carrying out appropriate aspects of the Project PET program under the guidance and direction of the in-school Project Coordinators and the State Project Directors.

c. complete all Project PET assignments including those assigned to me as a part of our school's final report and presentation material, by the deadline dates established for our portion of the project.

d. participate in the Project PET Program - (check appropriate response)

___ as an alternative education experience for school credit, instead of regular class(es).
___ as an independent study experience for school credit, in addition to regular classes.
___ in addition to regular classes with no school credit requested.

_____
STUDENT SIGNATURE DATE

_____
HIGH SCHOOL NAME

*DUE IN PRINCIPAL'S OFFICE: NO LATER THAN 9:00 A.M., SEPTEMBER 23, 1977

PROJECT PE[illegible] - PRESERVING ETHNIC TRADITIONS - WORKSHOP PLAN

ATTACHM[illegible]

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00 PROJECT-INTRODUCTION BRIEF OVERVIEW 9:15 SHOW FOXFIRE FILM 9:45 PROJECT-GOALS, EXPECTATIONS, DEFINE PARTICIPANT ROLES	9:00 *INTERVIEWING PROCESS Cont'd Intro. TO VISUAL IMAGERY & RELATION TO INTERVIEW PROCESS Inc: SENIOR CITIZEN SLIDE SHOW LISTENING PHOTOGRAPHER & HANDS EXHIBITS	9:00-3:00 *PHOTOGRAPHY EXPERIENCES W/ARTREACH STAFF	9:00 PUBLIC SPEAKING	9:00 MINI-SESSIONS STUDENTS ELECT & BE ADVISED (ONE SESSION PER STUDENT) . FROM . DARK ROOM LAYOUT/GRAPHIC DESIGN PROD. DIAGRAMS PUBLIC SPEAKING PUBLIC RELATIONS
10:15-10:30 BREAK	10:15-10:30 BREAK	BREAK AS APPROPRIATE	10:15-10:30 BREAK	BREAK AS APPROPRIATE
10:30 PROCESSES RELATED TO GOALS-WHAT IS INCLUDED IN EACH WORKSHOP 5 Min. PRESENTATIONS - 11:30 QUESTION & ANSWERS 11:45 WORKSHOP ASSIGNMENTS	10:30 *INTERVIEWING Cont'd Inc: MODEL INTERVIEW SIMULATION-DEMONSTRATION/ ANALYSIS		10:30 REPORT WRITING	10:30 MEETINGS BY SCHOOL GROUPS (5) Inc: STUDENTS/TEACHERS COMMUNITY REPS/ CONSULTANTS Re: PROJECT PLANNING TIMELINES TASK ASSIGNMENTS (STUDENT CONTRACTS) ALTERNATIVE ED.- COURSE CREDIT FINAL DECISION STUDENTS W/TEACHER GUIDANCE
12:00-1:00 LUNCH Bring Your Own	12:00-1:00 LUNCH Bring Your Own	LUNCH AS APPROPRIATE	LUNCH AS APPROPRIATE 12:00 - 12:30	LUNCH WORKED IN
1:00 *INTERVIEWING Intro. TO PROCESS - Inc: AWARENESS GAMES BODY LANGUAGE AD-LIB SIMULATIONS . (USE OF LISTED QUESTIONS & TAPE RECORDERS INC. IN THIS WORKSHOP SESSION)	1:00 *INTERVIEWING Cont'd. Inc. SMALL GROUP INTERVIEW SIMULATION ACTIVITY - (ALL DIMENSIONS Inc) e.g. USE OF TAPE RECORDERS NOTES MADE DURING INTERVIEW NOTES MADE FROM TAPE PICTURES TAKEN WITH CETA-ARTREACH POLAROIDS (5 SMALL GROUPS) 3:00 BRIEF EVALUATION OF PROGRESS	(*INTERVIEW SIMULATIONS) USE 35 M.M. CAMERAS W/SLIDE REVERSAL FILM (5 SMALL GROUPS)	12:30 PHOTOGRAPHY/TAPE REVIEW/ANALYZE INTERVIEW SLIDES/TAPE FROM WED. P.M. 2:00 PUBLIC RELATIONS STUDENT ELECTION OF FRI. A.M. SESSION	1:30 INDIVIDUAL SCHOOL PLAN REPORTS - PRESENTED BY STUDENTS/ TEACHERS Re: CONCLUSIONS FROM WEEK'S WORK AND FRI. A.M. SESSION HOW WILL EACH GROUP PROCEED AND OPERATE 2:30 CONCLUDING REMARKS 3:00 WORKSHOP ENDS
3:30 WORKSHOP ENDS	3:30 WORKSHOP ENDS	3:30 WORKSHOP ENDS ARTREACH DEV. REVERSAL SLIDES	3:30 WORKSHOP ENDS	

ARTREACH STAFF

Keys to Skills on Student Competence Record

TRAINING WORKSHOP - SAMPLE OF AREAS TO BE EXPERIENCED

I. PHOTOGRAPHY

A. Darkroom
1. Developing film
2. Contact sheets
3. Printing and mounting photographs
4. Mixing solutions - rinse jars out; scrub pans, clean up room (putting up all negatives); rinse tongs; keep paper in place and covered
5. Drying pictures
6. Care of negatives - keeping negatives clean - putting negatives back in file

B. Care and Use of Camera
7. Loading and unloading film in camera, writing name, subject and date on "Film List" for films taken
8. Taking photographs - students should be able to use one of the single lens reflex cameras well
9. Taking portraits to capture a personality
10. Filming, photo essays - sequencing
11. Lighting, use of flash-available light
12. Framing a subject, focus, etc.

II. LAYOUT

13. Cropping and reduction of photographs
14. Design of page
15. Pasting on text; producing and pasting on titles (line art and bars)
16. Preparation of page for printer - clean pages ready to go to press

III. TAPE RECORDERS

17. Checking equipment, testing
18. Care and clearing of tape recorders
19. Use of tape recorder in interview situation; coding of tape; where to hold microphone (how far away from person). Checking out recorder (batteries checked or extension cord ready)
20. Labeling tape; storing; filing. Filling up one tape before using another one

IV. HOW TO TRANSCRIBE TAPES

21. Technique, using tape recorder, making legible carbons of all transcriptions

V. INDEXING

22. Organizing transcribed material

23. Taking out chunks you can't use, and labeling and filing the pieces you can't use so they can go into folders for future articles

VI. DESCRIPTION

24. Description, observation, introduction writing (describing environment of person, house, barn, yard, garden, etc.)

VII. INTERVIEWING TECHNIQUES

25. Staying interested - not fidgeting; use of list of questions made up and studied beforehand; keeping the contact on the subject as long as possible. Get permission slip signed.

VIII. CIRCULATION

26. Letter writing; asking for information, answering questions

IX. NEWSPAPER WRITING

27. How to write a news article
28. How to write an editorial
29. How to write a feature article
30. Newspaper layout

X. DRAWING DIAGRAMS

31. Drawing diagrams correctly, using proper proportions and correct measurements
32. Measuring, as the dimensions of a house or a tool

XI. MAKING A SPEECH

33. Understanding the history, purpose and ideas of Project PET
34. Writing and giving speeches about Project PET and related subjects

This material adapted from Moments, Willington, Eliot, IDEAS, Washington, D. C. 1975

PROJECT PET
(Students and Coordinators)

CAPITAL SCHOOL DISTRICT

Dover High School (678-5571)
625 Walker Road
Dover, Delaware 19901

Coordinators: Vicki Govatos
Marshall Arnell

Becky Hinzman
Miyong Williams
Curtis Bryan
Margaret McKim
Garfield Simms
Esther Katchmark
Crystal Farrell
Daphne Johnson
David Levitt

HOLY CROSS

Holy Cross High School (674-4920)
631 S. State Street
Dover, Delaware 19901

Coordinator: Gary Cooper

Angel Valdez
Anthony Aranilla
Alice Maloney
Jackie Nicholls
Gary Wallick

INDIAN RIVER SCHOOL DISTRICT

Sussex Central Sr. High (856-2545)
W. Market Street
Georgetown, Delaware 19947

Coordinators: Mrs. June Soukup
Bayard Hendriks

Chung Ho Woo
Steve Messick
Chris Parker
Tracy Hoffert
Bruce Rogers
Suzanne Weiss
Thomas Grumbling

MARSHALLTON-MCKEAN SCHOOL DISTRICT

Thomas McKean High School (999-0154)
301 McKennan's Church Road
Wilmington, Delaware 19808

Coordinator: Ms. Irene Long

James Cook
James Elkins
Judith Kassees
Todd Landry
Suzanne Scott
David Silvetta
Susan Talorico
David Womer
Kim Jones (Alternate)
Chris Vaile (Alternate)

MT. PLEASANT SCHOOL DISTRICT

Mt. Pleasant High School (762-6110)
Washington St. Ext. & Marsh Road
Wilmington, Delaware 19809

Coordinators: David Menser
Kathy Seitz

Katie Conner
Andrew Cortese
Daniel Dolinger
Joanne Dugan
Cynthia Horton
Carol Howe
Sandra Rosenzweig
Kirsten Wilson

ALEXIS I. DUPONT SCHOOL DISTRICT

Alexis I. duPont High School (658-8065)
50 Hillside Road
Greenville, Delaware 19807

Coordinators: Ms. Carol Kipp
Miss Sue Murphy

Geoff Davis
Scott Ashwell
Andrea Loux
Dewayne Cottingham
Ellen Coffey
Michael Petty
Glen Gorman
Robert Heldt

(Over)

WILMINGTON PUBLIC SCHOOLS

Wilmington High School (429-7201)
Lancaster Avenue & DuPont Road
Wilmington, Delaware 19807

Coordinators: Thomas Goff
Sandra Carpenter

Mona Smith
Olga Hurtt
Sherry Rasin
Bridgette Frazier
Mary Randolph
Pam Butz
Rochelle Livingstone
Ed Kotash
Harvey Spencer
Carlton Carter
Derrick Hamilton

STANTON SCHOOL DISTRICT

John Dickinson High School (998-1271)
1801 Milltown Road
Wilmington, Delaware 19808

Coordinators: Charles Johnson
Ray Higgins

Lisa Kanick
Cynthia Demo
Linda Hammed
Melissa Morris
Jamie Hassert

PARTICIPATING SCHOOL DISTRICTS

	Suggested Ethnic Representation
Claymont School District	Slavic
Wilmington School District	Black, Puerto Rican
Conrad Area School District	Polish, German
Alexis I. duPont District	Indian, Italian
Smyrna School District	Moors
Seaford School District	Nanticoke Indians
Indian River School District	Moors, Blacks
Capital School District	Amish
Mt. Pleasant School District	Jewish
Marshallton-McKean School District	Slavic, Irish

DRL/va

12-9-76

APPENDIX 4

WORKSHOP AND MATERIALS

STATE OF DELAWARE

DEPARTMENT OF PUBLIC INSTRUCTION
THE TOWNSEND BUILDING
DOVER, DELAWARE 19901

KENNETH C. MADDEN
STATE SUPERINTENDENT

RANDALL L. BROYLES
HOWARD E. ROW
JOHN J. RYAN
ASSISTANT SUPERINTENDENTS

Congratulations on being selected as a Project PET student participant representing your high school. We appreciate your interest in this unique learning experience and your parents or guardians approval of your participation.

You should realize at the outset that work on this project will take extra time in addition to your regular studies. This work will be very meaningful to you and those who learn about the people interviewed through your project work as the total publication is completed.

The week long project orientation workshop for your school will be held as follows:

When: October 17, Monday - October 21, Friday, 1977

Time: 8:30-3:30, October 17 -- Other days 9:00-3:30

Where: Absalom Jones Community Center, Kiamensi Road, Wilmington

Dress: Comfortable school clothing

A request has been made to your principal to arrange for your being excused from regular classes during the week indicated above in order for you to attend the workshop.

We feel that the workshop experiences should really provide you with interesting and important information that will be needed as you continue your work throughout the project year. There are a few things that we would appreciate your bringing with you to the workshop as follows:

Monday - A picture of a person (from a magazine, painting, postcard, newspaper clipping, photograph, etc.)
Tuesday - Good photographs you have taken before the workshop. Camera equipment - school district owned if available for project use as well as student owned or borrowed (35 mm cameras).

Should you have any questions regarding this information, please contact your in-school project PET coordinators or feel free to call us in Dover at 678-4885. We look forward to meeting you at the workshop.

Sincerely,

Donald R. Knouse

Donald R. Knouse
State Supervisor of Social Studies

Robert Zaetta

Robert Zaetta
State Supervisor of Modern Foreign Languages

James R. Gervan

James R. Gervan
State Supervisor of Art and Music

DRK:RZ:JRG:cmf

File

STATE OF DELAWARE

DEPARTMENT OF PUBLIC INSTRUCTION

THE TOWNSEND BUILDING
DOVER, DELAWARE 19901

KENNETH C. MADDEN
STATE SUPERINTENDENT

WORKSHOP REPORT

RANDALL L. BROYLES
HOWARD E. ROW
JOHN J. RYAN
ASSISTANT SUPERINTENDENTS

Title: Project PET - Preserving Ethnic Traditions
Orientation/Training Workshops

Conducted by: Donald Knouse, State Supervisor of Social Studies
Robert Zaetta, State Supervisor of Foreign Languages
James Gervan, State Supervisor of Art and Music

Dates:
1. October 10-14, 1977
2. October 17-21, 1977

Places:
1. John G. Townsend Building, Dover
2. Absalom Jones Community Center, Wilmington

Consultants: Jack Braunlein, Folklorist, Historical Society of Delaware
Richard Bailey, Associate Council Director, Methodist Penninsula Conference
Gary Houpt, State Supervisor of English/Language Arts, D.P.I.
Staff Members of the Delaware Art Museum Artreach Staff:
Carson Zullinger, John Gatti, Susan Rosenberg, Robert Rodriguez, Paul Miles
Eleanor Roth, Professional Interviewer

Objectives:
- To orient Project PET teachers and student participants as to purposes, goals and objectives of the project.
- To train participants in project related skills necessary to attain project goals and objectives.
- To advise participants regarding establishment of individual school workscope plans.

Number/Type of Participants: Sixty-one students and fourteen social studies and English language arts teachers from the following high schools: Sussex Central, Dover, Holy Cross, Wilmington, Alexis I. duPont, Dickinson, McKean and Mt. Pleasant.

Procedures and Outcomes: Four high school student teams met during the first workshop week and four others during the second workshop week from 9-3:00 daily, attending sessions in interviewing, photography, public speaking, report writing, public relations and team project planning. Project in-school coordinator teachers attended Monday and Friday sessions of each week with their students. Students completed appropriate project training as attested to by the evaluation summary indicated on the back of this report.

Follow-up: Each project school team has prepared a workscope plan including ethnic groups to be studied as well as a project timeline. Participants will submit progress reports in November and February with final documents to be received May 1, 1978.

DK/RZ/JG/reb

Summary of Project PET Student Workshop Evaluation Responses

Each student participant was invited to respond to ten items evaluating various aspects of the PET orientation/training workshop using a scale from one to five. The following chart includes the item question, the total number of responses at each scale point per item and the percentage of students rating the item at point three (average) to point five (to a great extent):

	To a small extent				To a great extent	% Average and above
	1	2	3	4	5	
1. Were the project goals and expectations clearly defined?	___	2	16	17	19	96%
2. Did the presentors clearly define their segment of the workshop?	___	2	8	19	27	96%
3. Did you gain enough skills to interview confidently in the field with the use of a tape recorder?	___	1	9	25	20	98%
4. Did you gain enough skills to photograph confidently in the field?	3	4	10	23	16	87%
5. Were small-group sessions useful for application of skills learned?	___	___	5	12	39	100%
6. Were simulation sessions adaptable to real-life interviewing situations?	___	___	14	22	19	100%
7. Did you gain sufficient skills in public speaking and public relations to carry out the objectives of Project PET?	2	3	12	26	12	91%
8. Did you gain sufficient skills in report writing to carry out the objectives of Project PET?	___	6	16	23	11	89%
9. Was the workshop well organized?	___	2	6	16	32	96%
10. Were the activities presented in an interesting way?	1	2	11	21	21	94%

Ninety-five percent of the students rated the total workshops at the average and above average scale

STATE OF DELAWARE

DEPARTMENT OF PUBLIC INSTRUCTION

THE TOWNSEND BUILDING
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ASSISTANT SUPERINTENDENTS

MEMORANDUM

TO: Project PET In-School Coordinators
FOR: Project PET Student Team Members
FROM: Jim Gervan, State Supervisor of Art and Music J Gervan
SUBJECT: Project PET-DART BUS EXHIBIT

WHAT-- Project PET photographs will be included in a special exhibit to be mounted in a DART bus traveling in New Castle County.

WHEN-- Deadline for submission of prints is January 15, 1978 and the exhibit will begin early in February 1978.

WHO-- Each Project PET school is encouraged to submit no more than four photographic prints, hand delivered or mailed, to Mr. Carson Zullinger at the Delaware Art Museum, Artreach Office, 2301 Kentmere Parkway, Wilmington, Delaware 19806 by the January 15 DEADLINE.

WHAT-- Print Information:

Size: 11" high x any width up to 14"
Prints will be mounted on the bus in a horizontal position, (11" high x up to 14" wide).

1. Leave a minimum border of 1" around the entire finished print.
2. DO NOT MOUNT PRINTS
3. Send four of the best photographs from each school.
4. Pack each set of prints in a crush proof box or well padded with extra stiff cardboard in an empty photography paper box.
5. Send prints only; keep a copy for yourself as well as the negative in a safe place. PRINTS WILL NOT BE RETURNED.
6. Check with photography teacher or experienced photographer, if available, as to print quality. Artreach staff will have to judge prints for quality as well as appropriateness to the whole exhibit.
7. Attach a separate page to each print with the following information: Photographer's name, age, grade, school and any other pertinent information about the subject.
   NOTE: MAKE SURE INFORMATION IS LEGIBLE, typed or printed.
8. Provide a draft of a press release for each print if they are of different subjects or one for the set of four which can be adapted for release.

SPECIAL NOTE: Model releases are not necessary for the exhibit, but they will be required if the prints are used for other types of promotion or publication.

Submission of prints does not imply exhibit acceptance. Quality of finished work and nature of the subject will be criteria used regarding acceptance as well as available space.

JG:lem
11/2/77

cc: Mr. D. Knouse
Dr. R. Zactta
Artreach Staff
Bob Rodriguez
Carson Zullinger
Bob Troxell
Tom Sherman

INTERVIEW TECHNIQUES AND QUESTIONS

I. Non-directed Interview

A. Initial Interview

A spontaneous interview - allow the person to talk, ramble, and reminisce.

Sample "catalyst" questions:

Do you feel that you are part of an ethnic community? Tell me about it.

What is the history of this community?

Can you tell me what makes this an ethnic community?

Would you tell me about the (name of group) community?

B. Follow-up Interview

Return to the informant and explore one area in depth.

Sample questions: See II. Directed Interview

II. Directed Interview

Asking specific questions - exploring the person's knowledge about one or more subjects.

A. History

What was it like to grow up in this community?

What was life like when you were young? How did this community begin?

What do you know of it's history? Tell me what you know.

B. Religion

Are you a member of any religious group? What is it?

What religion(s) is/are represented in the community?

What is the importance of religion to the community?

C. Occupations

How do people in the community support themselves?

What kind of work do they do?

(Are they tradesmen, farmers, merchants, craftsmen, etc.?)

D. Celebrations

Do you celebrate any ethnic holidays or special occasions?

What are they? How do you celebrate?

Do you prepare or eat special foods? (See E. Foods)

How do you celebrate a birth in the family?

What do you do at weddings? At funerals?

E. Foods

Are there special ethnic foods prepared in the community?

What are they? When made? Do you make any of these?

How are they made? (what are the ingredients and how are they prepared?)

F. Music

Are there musicians in the community? Do you play?

What kind of music do they play? What instruments do they use?

When do they play? To whom?

Are there any special dances in the community? What kind of dances do people do?

How are these dances performed?

G. Craft and Art

Are there any craftsmen in the community?

Who are they? What do they do?

How is it done? (What is the process?)

H. Tales

Are there any storytellers in the community?

Who are they? What stories do they tell?

Prepared by John H. Braunlein, Folklorist
10/7/77

Interview with Mr. and Mrs. Robert T. Crandell of Burlington Flats, New York. age 83 and 72, respectively, October 18, 1974. Recorded at 1 7/8. (At the suggestion of the Crandell's, the recorder was placed on a table near Mrs. Crandell. Throughout the interview, the sound of Mrs. Crandell picking up and laying down her sewing is picked up on the mike as a clattering noise).

Time

01:27 reminisces about Burlington Flats

01:50 town composition: Churches, blacksmith shops, stores, wagon repair shops

02:28 enter Emerson Buell; picks up books

02:48 Emerson Buell leaves

02:59 when folks first came to area

03:23 Mrs. Crandell informs that husband was born in Dutch Valley

03:30 Mr. Crandell talks of old homestead

04:48 parents were farmers then merchants

04:54 Mrs Crandell: Mr. Crandell's parents raised hops

05:20 Mr. Crandell talks of old family mill; bridge to Burlington Flats

05:28 Mrs. Crandell explains more about bridge

05:52 new bridge left them in the hollow

05:57 Mr. Crandell: new bridge in 1928

06:51 Mrs. Crandell: can't get out of Mill hollow in winter

06:54 Mr. Crandell: have to use tractor to get out of mill

07:00 came to Burlington Flats in 1934

07:17 Mrs. Crandell: we had a store here

07:27 hardware store burned

07:47 Emerson Buell mentioned as good informant

You and Aunt Arie

a
Brief Review Commentary

Prepared for Project PET participants as a means of drawing attention to particular sections while relating the material to Project PET

Jim Gervan
State Supervisor of Art and Music
October 1977

You and Aunt Arie

. Do read the introduction by Eliot Wigginton

pg 2 . Getting into it.....

Project PET students will NOT be producing a magazine, but each school will be producing a section of a larger publication in report form dealing with each of the segments of the overall project report. Each school group could think of their work as chapters that may stand alone regarding the particular ethnic group included in the study completed by your school.

pg 4 . Like the development of "FOXFIRE" magazines Project PET students will be spending large amounts of time *outside* of school making contact with community leaders who will give ideas as to possible persons to be interviewed. Many times your PET team members and teacher advisors will have to do the leg work necessary to discover people to be interviewed.

pg 6 You'll meet some special people....

. Many of the elderly people you will talk to may have never been interviewed before, so both parties involved with the interview will be doing something brand new to each of them. Let the person you are interviewing know that it is also very new to you and perhaps each of you will be more comfortable with what takes place. In returning a second or third time to check on your notes, related information, pictures or other data, like "FOXFIRE" students, you may begin to establish lasting friendships. Story information will grow with each and every visit.

pg 9 . Protecting the people you interview and write about is an important point for all Project PET team members to remember. If all goes well you will be made aware of thoughts, ideas and feelings that may have never been shared with anyone outside the immediate family of the people interviewed. This in a sense will be privileged information for you to protect until it finally appears in print or photographic statement. No one should be made to feel that you or others will make fun of them at anytime throughout this entire project. Revealing the actual address of anyone interviewed and included in the final materials will not be necessary. Certain directions and guidelines will be specified for each PET team while attempting to retain those attitudes and ideas unique to each team.

pg 11 . Looking like your own community....

The various people you will interview, the places where they live, the community, the school group, your team members will all contribute to the uniqueness and special quality of your statement in the final project report. The photographic essays, the pictures of voices you gather on tape and render in words will bring clarity of understanding about the ethnic group featured in your study.

One of the differences between this publication and your Project PET work is that you will not be publishing and marketing a magazine. You will be preparing a single publication as a portion of the larger state project. Each school's publication will be important and unique.

pgs 12-14 . You've got to decide.....

If as these pages suggest, you were producing a multi-volume publication a name for the magazines would be necessary. As it now stands such a decision will have to be discussed further. The project planners do not presently feel each team's report needs to be given a different name.

pg 15-17 . How your staff organizes.....

These pages will be important for each school team to consider. Talk it out and discuss your ideas with your in-school coordinators.

pg 18 . Page size

At present it is proposed that a uniform 8½ inch wide by 11 inch high paper will be used by all school PET teams. The advantages of using this size are noted here and of course would make it easier for all publications to be merged into one final document. Layout of materials within this format will be each team's responsibility.

pg 19 . Money....

It will be difficult to complete your work without funds, but the direction of this project is not to publish individual magazines as a saleable product. General project related costs for each team will be covered by project funds within limits that are to be established and announced to each school after all workshop costs are paid.

pg 20 . An interview....

This is a particularly good section that should be read thoroughly by each PET team member. Information in this section relates very closely to the interview ideas presented during the training workshop.

pg 24 . The idea of setting up the interview with an initial in person contact sure seems to make good sense. The way you find out who to interview will vary from situation to situation. You may already have some ideas as to people you would like to interview or friends, teachers and community contact people who hear of your work and may be able to give you good leads and even help with making the initial contact.

Reading and finding out about the persons you intend to interview, including their ethnic heritage, before you meet them the first time is worthy of serious consideration.

pg 27 . These "Sample Personality Questions" may be of real assistance in your work.

pg 28 . (Ask permission to tape and take photographs)

The model permission slip and related ideas presented in this section will need to be worked out so that project aspects like these can be uniform throughout the state.

pg 38 . Tools of Technology - the camera and the tape recorder

The material contained in these sections from page 38 to 113 is jam-packed with information that should be read and digested by each Project PET team member.

pg 115 . Transcribing

This is one of the elements of this entire project that will require real patience and serious work. Collecting the data will come to mean something for others as you take the words and the pictures of the people you have interviewed and turn them into a document. Your stories will enrich the lives of the readers, the people who haven't had the excitement of being face to face with the people that you have interviewed.

pg 123 . The crunch.... writing the story

This entire section including the portions on editing, layout, graphic art and related materials continuing to page 194 will take time to absorb, but as usual with this book the ideas and little elements are worthy of serious study.

pg 196-217 . You're a business....

This portion of the book relates directly to involvement with a "Foxfire" type operation where magazines are for sale. Enjoy it but remember that Project PET is a different operation in this regard.

Do take note of the information on tapes, etc. on pg 213 as it relates to the transcribing section on page 76. This system may help your school with keeping work in order.

FINAL COMMENT:

As indicated on pg 219 you and your work will be a "proud link between the past and the future". Enjoy this book and your work with Project PET.

project
PET

PROJECT PET

(Team Assignment Indications)

At the conclusion of the orientation/training workshops each Project PET school team was asked to identify assignment responsibilities for team related activities. The following is a list of persons assigned the indicated tasks, for use by school teams in contacting particular persons for information. As soon as each team selects a student chairperson who should receive telephone requests, information and other materials please call it in to us at the Department of Public Instruction so that we can make a list and send it out.

TEAM ASSIGNMENTS:

Dover High School - Capital School District

Photographer - Margaret McKim
Interviewer - Esther Katchmark
Spokesperson - Curtis Bryan
Public Relations - Crystal Farrell, Daphne Johnson
Copy Writer - Miyong Williams
Team Log - Becky Hinzman

Holy Cross High School - Diocese of Wilmington

Photographers - Anthony Aranilla, Gary Wallick
Interviewers - Angel Valdez, Gary Wallick, Jackie Nicholls, Anthony Aranilla
Spokespersons - Angel Valdez, Jackie Nicholls
Public Relations - Jackie Nicholls, Gary Wallick
Copy Writers - Jackie Nicholls, Alice Maloney
Team Log - Alice Maloney

Sussex Central High School - Indian River School District

Photographers - Chung Ho Woo, Steve Messick, Tom Grumbling
Interviewers - Chris Parker, Bruce Rogers, Tracy Hoffert
Spokespersons - Chris Parker, Tracy Hoffert
Public Relations - Bruce Rogers
Copy Writers - Tracy Hoffert, Suzanne Weiss
Team Log - Chung Ho Woo

McKean High School - Marshallton McKean School District

Photographers - David Womer, Jim Elkins
Interviewers - Judy Kasees, Suzanne Scott
Spokespersons - Suzanne Scott, David Womer, David Silvetti
Public Relations - Jim Cook
Copy Writers - Susan Talorico, Todd Landry
Team Log - Judy Kasees
Data Files - Todd Landry

Mount Pleasant High School - Mount Pleasant School District

Photographers - Joanne Dugan, Kirsten Wilson, Dan Dolinger
Interviewers - Carol Howe, Cynthia Horton, Sandy Rosenzweig
Spokesperson - Andy Cortese
Public Relations - Katie Connor, Carol Howe
Copy Writers - Carol Howe, Kirsten Wilson, Sandy Rosenzweig
Team Log - Katie Connor

Alexis I. duPont High School - Alexis I. duPont School District

Photographers - Andrea Loux, Dewayne Cottingham
Interviewer - Mike Petty
Spokesperson - Geoff Davis
Public Relations - Bob Heldt
Copy Writer - Scott Ashwell
Team Log - Andrea Loux
Equipment Manager - Scott Ashwell
Layout/Graphics - Glenn Gorman

Wilmington High School - Wilmington School District

Photographer - Harry Spencer
Interviewers - Mona Smith, Olga Hurtt
Spokesperson - Derrick Hamilton
Public Relations - Mona Smith
Copy Writers - Pam Butz, Rochelle Livingston
Team Log - Sherry Rasin
Layout - Edward Kotash

Dickinson High School - Stanton School District

Photographer - Jamie Hassert
Interviewer - Linda Hammed
Spokesperson - Missy Morris
Public Relations - Missy Morris
Copy Writer - Lisa Kanick
Team Log - Cindy Demo

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PET

TEAM MEETING _____
SCHOOL

During the orientation workshop team meeting it is expected that numerous joint plans will be developed. It is also requested that the following items be included in team deliberations with resulting written responses presented and reported at the team report session:

1. Based on student interest and past experiences, indicate the name(s) of the student(s) who will be initially responsible for the following team work assignments -

   Photographer _____

   Interviewer _____

   Public Spokesperson _____

   Public Relations _____

   Copy Writer _____

   Person who will keep the Team Log _____

2. An individual team project timeline indicating a work plan with self-imposed deadlines needs to be developed. Include the following mandatory deadlines: November 15 Progress Report due to D.P.I., January 10, 1978 Progress Report due to D.P.I., January "DART BUS EXHIBIT" materials due, May 1, 1978 all final project materials due to D.P.I. including log book and financial reports.

3. List any primary emphasis Ethnic community contact people presently being considered, as well as secondary emphasis Ethnic groups and contacts being considered.

4. Submit a copy of each student team memb rs daily class schedule and (teacher) school coordinator teaching schedule.

5. Submit completed copies of student final agreement forms not already received and/or a list of those to be mailed in Monday following the workshop.

6. Submit a list of those students planning to receive school credit(s) for working on Project PET.

7. Submit completed copies of the requested equipment inventory forms or those to be mailed in Monday following the workshop.

8. Submit completed orientation workshop evaluation forms.

9. Add any other notes deemed appropriate as a part of your team report.

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PET

Answers to numbered questions may be indicated on this sheet.

2. TEAM TIMELINE -

Date	Item
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

3. Primary Emphasis Ethnic Community Contact(s):

Secondary Emphasis Information:

4. Completed on extra sheets - Yes_____, No_____.

5. Attach completed student agreement forms.

List names of student(s) form(s) to be mailed.

6. Complete item 6 on the back of this sheet.

7. Attach completed equipment inventory forms, list those to be sent.

8. Attach completed workshop evaluation forms.

9. Add pages with other notes.

SAMPLE FOLKLIFE BIBLIOGRAPHY

Abrahams, Roger D. Deep Down in the Jungle: Negro Narrative Folklore from the Streets of Philadelphia. Hatboro, Pa.: Folklore Associates, 1964; Revised Edition, Chicago: Aldine Publishing Co., 1970.

Dorson, Richard M. American Folklore. Chicago: University of Chicago Press, 1959.

_____, Ed., Folklore and Folklife: An Introduction. Chicago: University of Chicago Press, 1973.

Emrich, Duncan. Folklore on the American Land. Boston: Little, Brown and Company, 1972.

Glassie, Henry. "The Wedderspoon Farm," New York Folklore Quarterly, Vol. XXII, No. 3 (September, 1966), pp. 165-187.

_____. Pattern in the Material Folk Culture of the Eastern United States, Philadelphia: University of Pennsylvania Press, 1968.

Goldstein, Kenneth S. A Guide for Field Workers in Folklore. Hatboro, Pa: Folklore Associates, Inc., 1964.

Pepper, Dorothy W. Folklore of Sussex County, Delaware. Sussex County, DE.: Sussex County Bicentennial Committee, 1976.

Wigginton, Eliot, Ed. The Foxfire Book, Garden City, N. Y.: Anchor Books, 1972.

_____, Ed. Foxfire 2. Garden City, N.Y.: Anchor Books, 1973.

_____, Ed. Foxfire 3. Garden City, N. Y.: Anchor Books, 1975.

Wildhaber, Robert. "A Bibliographical Introduction to American Folklife," New York Folklore Quarterly, (December, 1965), pp. 258-303.

APPENDIX 5

INTERIM REPORT AND MEETING
WITH
PET TEAMS

SEMIANNUAL
PERFORMANCE REPORT
ETHNIC HERITAGE STUDIES PROGRAM
(13.549)

PROJECT TITLE: Preserving Ethnic Tradition (PET)

PROJECT NO.: 549AH70116

TRAINING

At the beginning of the 1977-78 school year, two one-week workshops were held for the eight high schools involved in the project (four schools at each one-week workshop). The workshop objectives were as follows:

- To orient Project PET teachers and student participants as to purposes, goals and objectives of the project.
- To train participants in project-related skills necessary to attain project goals and objectives.
- To advise participants regarding establishment of individual school workscope plans.

Sixty-one student participants and fourteen social studies and English language arts teachers participated in the workshop. The student participants were given instruction in interview procedures, typing, photography, public speaking, report writing, public relations and team project planning. We were able to obtain the services of trainers skilled in the above named areas who continue to offer their services and advice to the participating high schools upon request. We were fortunate in obtaining senior citizens from a variety of ethnic backgrounds as practice interview subjects for the participating students. Attached is a copy of the workshop report including an evaluation. As will be noted 95% of the students rated the workshop at the average and above average scale. (See Attachment 1.)

DEVELOPMENT PROCESSES

At this point in the project (the developmental stage) materials are not completed and ready for dissemination. The students in all schools have been heavily involved in tape interviewing subjects of various ethnic groups, transcribing tapes and taking photographs. The project directors have made regular visits to the schools and are satisfied with the progress and student enthusiasm in general. We are somewhat concerned over the photography aspect in relation to the quality of the photographs. The students in general need more practice in this important aspect of the total project.

The project participants are gathering data and materials that will be placed in a final document to be disseminated to Delaware schools. Our time line calls for a May 1, 1978 deadline for participating high schools

to submit all materials to project directors for publication and dissemination. We would plan disseminated materials to be available to Delaware schools by the beginning of the 1978-79 school year.

ADVISORY COMMITTEE

The committee has been satisfied with the progress to this point. Their major concern was in relation to how we can disseminate beyond the school house walls. We are in a position to accomplish the above concern as we have received tentative approval for a grant from the Delaware Humanities Forum to hold public seminars in the communities of the participating schools. The seminars will involve both Project PET student participants and a humanities scholar selected from the academic community. The scholar will complement the Project PET teams presentation at the various seminars. The seminars will include photographic essays, slide-tape presentations, student reports on project activities, insights by scholars and discussion with audience. Full support was received from the Advisory Committee to pursue Delaware Humanities Forum grant. (Minutes of Advisory Committee Meeting, Attachment 2.)

PROGRESS ON OBJECTIVES (Refer to Proposal)

Objective One - Identification and training of Project PET teams completed.

Objective Two - Students are in process of studying one or two ethnic groups within selected areas. All schools have selected ethnic group(s) for study and are working with the group(s).

Objective Three - Final preparation of materials has not occurred at this point.

Objective Four - Dissemination not completed.

STATEWIDE PROGRESS REPORT MEETING

All participating Project PET teams attended a statewide progress report meeting on February 4, 1978. Students presented evidence of work completed to date and discussed problems and shared ideas for solution. Project directors outlined plans for a photographic essay to be placed on a Wilmington, Delaware city bus displaying exemplary photographs from each participating school. Exhibit would remain on the bus for one month.

ATTACHMENTS

1. Workshop Report
2. Advisory Committee Minutes
3. Participation Information and Procedures
4. List of students and coordinators
5. Team assignment
6. Ethnic Study Resource Contacts
7. Statewide Progress Report Meeting Agenda
8. News release
9. Photography notes
10. Dart Bus announcement on time line

PROJECT PET
ADVISORY COMMITTEE MEETING

December 5, 1977

The Advisory Committee meeting was held on December 5, 1977 at the University of Delaware. Members attending were in unanimous agreement on the following points:

1. Project directors were encouraged to proceed to obtain additional funding from the Delaware Humanities Forum to disseminate final products of Project PET teams to the adult ethnic community.

2. It was suggested that each of the participating high schools prepare a slide-tape presentation to publicize their activities.

3. Advisory Council requested a schedule of all Project PET school meetings in order that they might attend.

4. The Committee suggested seeking support from other organizations to help disseminate information on the project.

5. Advisory Committee members were encouraged to visit Project PET schools and assist students with contacts.

6. The Committee requested a schedule of meetings of Project PET teams.

7. The Committee requested recommendations on how the adult public would be encouraged to attend Project PET presentations under the Delaware Humanities grant.

RZ/nt

STATE OF DELAWARE

DEPARTMENT OF PUBLIC INSTRUCTION

THE TOWNSEND BUILDING
DOVER, DELAWARE 19901

KENNETH C. MADDEN
STATE SUPERINTENDENT

RANDALL L. BROYLES
HOWARD E. ROA
JOHN J. RYAN
ASSISTANT SUPERINTENDENTS

MEMORANDUM

TO: Project PET In-School Coordinators
FROM: Donald R. Knouse, State Supervisor of Social Studies
DATE: November 16, 1977
SUBJECT: Project PET Information

Enclosed are copies of the Project PET Students and Coordinators lists and the Team Assignment Indications for your use and the use of students serving on your PET school team.

After review of the financial aspects of the Project PET budget it has been determined that each school Project PET team will receive a transfer of funds in the amount of three hundred dollars ($300) to cover the cost of film, developing, photographic paper, audio tapes, interview related transportation (at 10¢ per mile). Please consider this as a total amount for completion of all aspects of your portion of the project. Should additional funds become available you will be informed immediately. Your school superintendent will be informed when the funds are officially transferred and available for your project use. Receipts must be presented for reimbursement of each expenditure. Please make duplicate copies of each receipt to be submitted with your teams financial portion of the interim and final reports.

In your interim report please report on the following items:

1. Interviews completed
2. Ethnic groups contacted
3. Number of contact persons
4. Brief comment on students' interview and photography skills development
5. Financial Report:
   - Amount of money spent
   - Estimated amount needed
6. Other concerns

DK:lem
cc: Project PET Team High School Principals
Dr. Zaetta
Mr. Gervan

Enclosures

PROJECT PET
(Students and Coordinators)

CAPITAL SCHOOL DISTRICT

Dover High School (678-5571)
625 Walker Road
Dover, Delaware 19901

Coordinators: Vicki Govatos
Marshall Arnell

Becky Hinzman
Miyong Williams
Curtis Bryan
Margaret McKim
Garfield Simms
Esther Katchmark
Crystal Farrell
Daphne Johnson
David Levitt

HOLY CROSS

Holy Cross High School (674-4920)
631 S. State Street
Dover, Delaware 19901

Coordinator: Gary Cooper

Angel Valdez
Anthony Aranilla
Alice Maloney
Jackie Nicholls
Gary Wallick

INDIAN RIVER SCHOOL DISTRICT

Sussex Central Sr. High (856-2545)
W. Market Street
Georgetown, Delaware 19947

Coordinators: Mrs. June Soukup
Bayard Hendriks

Chung Ho Woo
Steve Messick
Chris Parker
Tracy Hoffert
Bruce Rogers
Suzanne Weiss
Thomas Grumbling

MARSHALLTON-MCKEAN SCHOOL DISTRICT

Thomas McKean High School (999-0154)
301 McKennan's Church Road
Wilmington, Delaware 19808

Coordinator: Ms. Irene Long

James Cook
James Elkins
Judith Kassees
Todd Landry
Suzanne Scott
David Silvetta
Susan Talorico
David Womer
Kim Jones (Alternate)
Chris Vaile (Alternate)

MT. PLEASANT SCHOOL DISTRICT

Mt. Pleasant High School (762-6110)
Washington St. Ext. & Marsh Road
Wilmington, Delaware 19809

Coordinators: David Menser
Kathy Seitz

Katie Conner
Andrew Cortese
Daniel Dolinger
Joanne Dugan
Cynthia Horton
Carol Howe
Sandra Rosenzweig
Kirsten Wilson

ALEXIS I. DUPONT SCHOOL DISTRICT

Alexis I. duPont High School (658-8065)
50 Hillside Road
Greenville, Delaware 19807

Coordinators: Ms. Carol Kipp
Miss Sue Murphy

Geoff Davis
Scott Ashwell
Andrea Loux
Dewayne Cottingham
Ellen Coffey
Michael Petty
Glen Gorman
Robert Heldt

(Over)

WILMINGTON PUBLIC SCHOOLS

Wilmington High School (429-7201)
Lancaster Avenue & DuPont Road
Wilmington, Delaware 19807

Coordinators: Thomas Goff
Sandra Carpenter

Mona Smith
Olga Hurtt
Sherry Rasin
Bridgette Frazier
Mary Randolph
Pam Butz
Rochelle Livingstone
Ed Kotash
Harvey Spencer
Carlton Carter
Derrick Hamilton

STANTON SCHOOL DISTRICT

John Dickinson High School (998-1271)
1801 Milltown Road
Wilmington, Delaware 19808

Coordinators: Charles Johnson
Ray Higgins

Lisa Kanick
Cynthia Demo
Linda Hammed
Melissa Morris
Jamie Hassert

project PET

PROJECT PET

(Team Assignment Indications)

At the conclusion of the orientation/training workshops each Project PET school team was asked to identify assignment responsibilities for team related activities. The following is a list of persons assigned the indicated tasks, for use by school teams in contacting particular persons for information. As soon as each team selects a student chairperson who should receive telephone requests, information and other materials please call it in to us at the Department of Public Instruction so that we can make a list and send it out.

TEAM ASSIGNMENTS:

Dover High School - Capital School District

Photographer - Margaret McKim
Interviewer - Esther Katchmark
Spokesperson - Curtis Bryan
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Copy Writer - Miyong Williams
Team Log - Becky Hinzman

Holy Cross High School - Diocese of Wilmington

Photographers - Anthony Aranilla, Gary Wallick
Interviewers - Angel Valdez, Gary Wallick, Jackie Nicholls, Anthony Aranilla
Spokespersons - Angel Valdez, Jackie Nicholls
Public Relations - Jackie Nicholls, Gary Wallick
Copy Writers - Jackie Nicholls, Alice Maloney
Team Log - Alice Maloney

Sussex Central High School - Indian River School District

Photographers - Chung Ho Woo, Steve Messick, Tom Grumbling
Interviewers - Chris Parker, Bruce Rogers, Tracy Hoffert
Spokespersons - Chris Parker, Tracy Hoffert
Public Relations - Bruce Rogers
Copy Writers - Tracy Hoffert, Suzanne Weiss
Team Log - Chung Ho Woo

McKean High School - Marshallton McKean School District

Photographers - David Womer, Jim Elkins
Interviewers - Judy Kasees, Suzanne Scott
Spokespersons - Suzanne Scott, David Womer, David Silvetti
Public Relations - Jim Cook
Copy Writers - Susan Talorico, Todd Landry
Team Log - Judy Kasees
Data Files - Todd Landry

Mount Pleasant High School - Mount Pleasant School District

Photographers - Joanne Dugan, Kirsten Wilson, Dan Dolinger
Interviewers - Carol Howe, Cynthia Horton, Sandy Rosenzweig
Spokesperson - Andy Cortese
Public Relations - Katie Connor, Carol Howe
Copy Writers - Carol Howe, Kirsten Wilson, Sandy Rosenzweig
Team Log - Katie Connor

Alexis I. duPont High School - Alexis I. duPont School District

Photographers - Andrea Loux, Dewayne Cottingham
Interviewer - Mike Petty
Spokesperson - Geoff Davis
Public Relations - Bob Heldt
Copy Writer - Scott Ashwell
Team Log - Andrea Loux
Equipment Manager - Scott Ashwell
Layout/Graphics - Glenn Gorman

Wilmington High School - Wilmington School District

Photographer - Harry Spencer
Interviewers - Mona Smith, Olga Hurtt
Spokesperson - Derrick Hamilton
Public Relations - Mona Smith
Copy Writers - Pam Butz, Rochelle Livingston
Team Log - Sherry Rasin
Layout - Edward Kotash

Dickinson High School - Stanton School District

Photographer - Jamie Hassert
Interviewer - Linda Hammed
Spokesperson - Missy Morris
Public Relations - Missy Morris
Copy Writer - Lisa Kanick
Team Log - Cindy Demo

From the Other Side of the Desk

A Column of Student Opinion

Stuart Paul Marcus and
Paul Jeffrey Richman

John Dewey High School, Brooklyn, New York

A Call for Ethnic Studies

One of the foremost problems plaguing our American educational system in the mid-seventies is ethnic prejudice. It invades the system like a cancer, destroying stability, creating conflicts, and triggering unhealthy emotional reactions. Prejudices cannot be eliminated entirely, but they can be suppressed. Ignorance is one of the key causes of prejudice. We believe education to be the key weapon in the cure of these prejudices, and that it must focus its fullest concentration on the study of the various ethnic groups that are prevalent within our nation. A major effort in this area is sorely needed.

We are from New York, a city that has been labeled "the Melting Pot of the World" because all ethnic groups are represented within its population. Our city has many racial pressures, some of which are manifested within the educational system and cause internal stress. We feel that one of the viable solutions to counteract this problem is a massive concentration on the study of the various ethnic groups, individually or collectively, that make up the diverse American culture. An example of one such program can be found at our high school, John Dewey, in Brooklyn. Its social studies department is saturated with courses, ranging from one on the American Indian to one entitled "The Black American Experience." Additional courses include: "The Caribbean," "Italian Americans," "Puerto Rican Americans," and "The Jew In History." The most popular of these ethnic courses is "American People." The curriculum concentrates on the study of the many ethnic groups in the city. Unfortunately, our school is the exception, rather than the rule, in relation to ethnic study programs. Through our research, we have found very few schools with courses such as these. Those that do have them are, in most cases, high schools in urban areas.

We feel that the study of ethnic groups should begin on the elementary-school level, where the prejudices of the students are not firmly implanted or deeply embedded. If the students learn about the heritages and customs of other ethnic groups that compose our pluralistic society, then steps can be taken to dispel the prejudices they hold.

In addition, learning about one's own ethnic group provides a greater insight into the entire learning experience of all students. This is especially timely following the airing of the television special "Roots," which produced a rising interest in all ethnic studies, especially in the tracing of one's family background. As an ongoing project, students could find out about their own individual ancestors and the problems, hardships, and sufferings that they endured prior to and during their immigration and assimilation into our nation.

Lastly, we feel that besides learning about one's heritage through history, there should be courses within our high school curriculum pertaining to the literature denoting the ways of life of particular groups. Furthermore, included in this type of course should be some background of the music and art of these ethnic groups.

In conclusion, we would like to note that we were fortunate to have been participants in the New York City High School Scholars Program, which this year had seminars dwelling on the major ethnic groups in the New York City area. Secondly, the high school we attend offers an extensive program of ethnic studies, both from the historical and the literary points of view, which we both took advantage of. We feel that we have benefited greatly from these ethnic studies programs, which enhanced our knowledge and widened our basic understanding of other ethnic groups. We hope that other students will benefit as much, and possibly even more, in this ever expanding area of study. □

STATE OF DELAWARE

DEPARTMENT OF PUBLIC INSTRUCTION

THE TOWNSEND BUILDING
DOVER, DELAWARE 19901

KENNETH C. MADDEN
STATE SUPERINTENDENT

RANDALL L. BROYLES
HOWARD E. ROW
JOHN J. RYAN
ASSISTANT SUPERINTENDENTS

January 25, 1978

TO: PROJECT PET COORDINATORS AND STUDENTS

Capital School District
Holy Cross
Indian River School District
Marshallton-McKean School District
Mt. Pleasant School District
Alexis I. duPont School District
Wilmington School District
Stanton School District

FROM: STATE PROJECT PET COORDINATORS

James R. Gervan, State Supervisor of Art/Music
Donald R. Knouse, State Supervisor of Social Studies
Robert A. Zaetta, State Supervisor of Modern Foreign Languages

RE: PROJECT PET STATEWIDE MEETING

A statewide meeting has been organized for Project PET coordinators and students for Saturday, February 4, 1978, to be held in the cafeteria of the Lora Little Elementary School in the Stanton School District from 9:00 a.m. to 12:00 noon.

The meeting is designed to share results of progress with other Project PET groups, as well as concerns and problems encountered to this point. Please bring to the meeting examples of transcribed tapes, photography and names of persons contacted in the ethnic community. A map showing location of the meeting is enclosed. If schools are closed on Friday, February 3 due to a snow emergency, the Saturday Project PET meeting will be postponed. Kent and Sussex County project directors will be contacted in the event of postponement. Travel reimbursement will be provided and it is hoped school groups will car pool for travel to this meeting. Please contact Ms. Nancy Thierwechter, secretary to the Department of Public Instruction at 678-4885 by Wednesday, February 1, 1978.

JRG/DRK/RAZ/nt

Enclosures (Maps)

STATE OF DELAWARE

DEPARTMENT OF PUBLIC INSTRUCTION

THE TOWNSEND BUILDING
DOVER, DELAWARE 19901

KENNETH C. MADDEN
STATE SUPERINTENDENT

RANDALL L. BROYLES
HOWARD E. ROW
JOHN J. RYAN
ASSISTANT SUPERINTENDENTS

January 31, 1978

TO: Project PET Coordinators and Students

FROM: Project PET Directors

RE: FEBRUARY 4TH PROGRESS REPORT MEETING AT LORA LITTLE ELEMENTARY SCHOOL, STANTON SCHOOL DISTRICT, 9:00 A.M. - 12:00 NOON

AGENDA

9:00 - 10:30 Mini reports from each Project PET team.

Reports should include the following:

1. Ethnic groups contacted and usable data collected.
2. Number of interviews conducted with samples of interviews, audio tapes and photographs. When are interviews conducted and by whom?
3. Information sharing with other PET coordinators and students concerning community contacts.
4. Team working relationship.
5. Other information of interest and usefulness to the group.

10:30 - 10:45 Rap session.

10:45 - 11:00 Dart Bus Exhibit progress.

11:00 - 11:15 Delaware Humanities Forum Proposal discussion.

11:15 - 11:30 Budgetary allocations and records.

11:30 - 11:45 Timeline of future activities.

11:45 - 12:00 Title IV. Advisory Council participation.

DRK/nt

APPENDIX 6

FINAL PUBLICATION FORMAT

STATE OF DELAWARE

DEPARTMENT OF PUBLIC INSTRUCTION

THE TOWNSEND BUILDING
DOVER, DELAWARE 19901

KENNETH C. MADDEN
STATE SUPERINTENDENT

RANDALL L. BROYLES
HOWARD E. ROW
JOHN J. RYAN
ASSISTANT SUPERINTENDENTS

April 19, 1978

TO: Project PET Coordinators and Students

FROM: Project PET Directors

Donald R. Knouse
James R. Gervan
Robert A. Zaetta

SUBJECT: FORMAT OF FINAL PRODUCT TO BE SUBMITTED TO THE DEPARTMENT OF PUBLIC INSTRUCTION

As promised we are sending information to you in reference to your preparation of the final Project PET materials to be received by the State Department of Public Instruction by Monday, May 22, 1978. Meeting this deadline is critical because after we have received your materials we must start putting the final document together. If we have any questions about the materials that you have submitted, we will need to complete this before the close of school. Because of the wide range of differences in the material that we may receive, we respectfully reserve the right to make editorial changes to produce the final document reflecting your good work. Any photographs, tapes, or transcripts not used in your final document should be clearly indexed (names, etc.) and sent along with your final document.

Attached you will find the following information to assist you in preparing the final product to be submitted to us:

1. Specific information
2. Resource information
3. Format examples

Project directors will visit each PET school team to answer any of your questions that need clarification in reference to the attached information. We will be calling each school very soon to make appointments for meeting you.

DRK/JRG/RAZ/nt
Attachments

cc: Principals

SPECIFIC INFORMATION

1. All materials are to be sent to Mr. Donald Knouse, State Department of Public Instruction, and received in Dover by May 22, 1978.

2. Submit all copy typed double spaced on 8½ x 11-inch paper. Legible, handwritten copy will be accepted, but typing is preferred.

NOTE: The materials submitted to Mr. Knouse at the State Department of Public Instruction will include five parts as follows:

PART I - PROJECT OVERVIEW

One or two short paragraphs on a single sheet including the following information:

- Number of students and teachers that participated in the PET Project - names listed in alphabetical order, first name followed by last name
- Number of interviews conducted
- Ethnic group(s) studied
- Brief note as to success of project

PART II - ARTICLE(S)

As many articles and pages as needed to tell your story(s). See attachment A for special plan and attachment B for thumbnail sketch ideas.

- Please be certain names of people and places are spelled correctly. If handwritten, please print names and places.
- Do not worry about right margin of typed copy. It will be justified (made even) in the final report.
- Use as many pages as necessary for each article as it takes to tell the story. Our sample is only two pages long.
- You may be submitting several articles about different individuals or a longer article dealing with many people from the same ethnic group. However you approach it, please use the suggested format.
- Staple together pages of the same article and picture plate sheets as noted in attachment C.

PART III - PICTURE SHEET(S)

Photography portions of your articles should be considered as the articles are being written. Select the best of your pictures to help tell about the important elements of each of your articles.

- Use attachment A as a model for each of your submitted articles.
- Pictures are not to be attached to the article sheets with your typed copy, only include a sketch of a box where it might be placed and its PLATE NUMBER_____. (Begin each article with plate No. 1 and number in sequence.)
- For each picture that you want to include in one of your articles, prepare a PICTURE SHEET; see attachment C for the format.
- Remember to type or write in a photographer(s) credit line.

NOTE:

You will have collected various items regarding each article, i.e., pictures not used including negatives, audiotapes, transcripts of tapes. PLEASE PLACE ALL OF THESE ITEMS IN A SINGLE MARKED ENVELOPE OR BOX WITH THE TITLE OF YOUR ARTICLE THAT THE EXTRA MATERIALS RELATE TO AND SEND IN AT THE SAME TIME AS YOUR FINISHED INFORMATION.

PART IV - PROJECT SUMMARY

Include data regarding all four areas of this summary under each of the indicated topics. Examples of response ideas are provided.

Topic 1. Special events:

Ceremonies/festivals participated in.
Workshops and evening seminars.

Topic 2. Individual events:

(a) Notes regarding single important people interviewed. (Care should be taken not to offend other persons interviewed.) Make a point here of individuals that were especially helpful, especially interesting and contributed a great deal of information.

(b) List of all persons interviewed including occupations, e.g., retired plumber, etc., and ethnic derivation.

Topic 3. How we felt: Student responses:

(a) Any changes in students' values and attitudes regarding ethnic groups studied and/or others.

(b) How ethnic groups perceive the students work.

(c) New relationships established with peers and adults.

(d) Skills that were learned.

(e) Other information.

Topic 4. Conclusions

(a) Should projects of this kind be continued?

(b) What advice can you give to others who may start this kind of project? What advice would you give to teachers and students who are starting fresh?

(c) What new thoughts and ideas can you relate to this work?

PART V - ARTICLE RELATED MATERIALS

See information noted under PART III. Package extra items related to each written article.

NOTE NEXT OVERVIEW SHEET:

(Page 4)

RESOURCE INFORMATION

A copy of "You and Arie" was given to each Project PET team. The following are selected sections of that book which you may find helpful.

1. Thumbnail sketch idea -

   See pages 149-152 and attachment B.

2. A selection or modified portion of your interviews may be appropriate as a part of your articles -

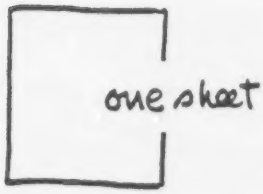
   See pages 115-122.

3. For additional ideas on arranging the layout of your articles -

   See pages 191-194.

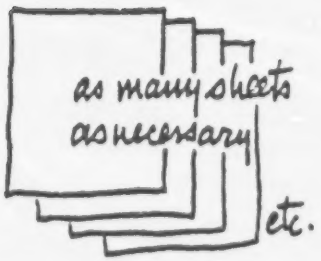
4. Attachment D gives a rough idea as to what one of your articles may look like when finally printed by us. DISREGARD ITS LENGTH!

EACH SCHOOL REPORT WILL INCLUDE THE FOLLOWING PARTS:

① 

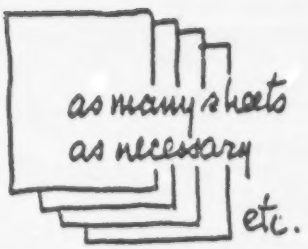
PROJECT OVERVIEW

One or two short paragraphs.

② 

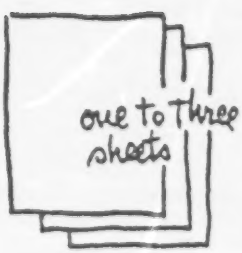
ARTICLES

As many articles and pages as are needed to tell your story.

③ 

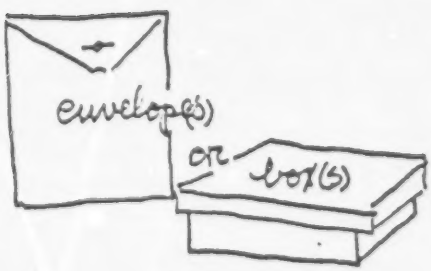
PICTURE SHEET(S)

One for each picture to be included in each article, as many as necessary.

④ 

PROJECT SUMMARY

Include data on all four parts.

⑤ 

ARTICLE RELATED MATERIALS

Package extra items related to each written article.

(1) NUMBER EACH PAGE OF COPY IN SEQUENCE

A

SCHOOL NAME _____
(ON EACH SHEET OF COPY)

Title ← (for each article, eg. NAME OF PERSON OR CATCHY PHRASE)

by (credit line) ← (indicating who wrote the article e.g. ONE OR MORE PEOPLE)

DRAW IN A BOX INDICATING WHERE YOU THINK PICTURES SHOULD GO.
* Mark them as plates

PLATE NO _____

↓ TYPE IN YOUR STORY COPY-
- DOUBLE SPACED
- DO NOT WORRY ABOUT RIGHT MARGIN

n school driver education students ...enting eight cities
ebraska will compete in t... Excellence Contest,
day 13, in Linco...
nning at ... the driving range at Lincoln East High
First and s...ond place winners from the five regional contests

THUMBNAIL SKETCH OF PERSON(S) NOTED IN THIS SEGMENT OF YOUR REPORT

MORE COPY ↓

their driving skills. Along with the driving perf...
participants will also be required to take knowled...

evening the winner of t...
...ards Banquet at the Vill...
...sting in the judging at ...
...the Lincoln Police Depart...
...t, and the Department of ...
contest, which is sponsc...
...iska Highway Safety Prog...
...edge involved in driving and to draw upon the spir...
to develop an appreciation for safer driving.

BE SURE TO CONSIDER THESE FIVE POINTS AS ARTICLES ARE WRITTEN

(1) Tell your reader in a few simple words what the story is going to be about and then lead right into the story. You can do this with just one short paragraph if you want.

(2) Use something your contact said to start the story. Let his words set the tone for the story, or take you to the core of what your story is all about, or get you to sit up and listen to a strong voice that is talking. After you use those words, you can then write a few sentences telling who was speaking.

(3) Put your contact into his natural surroundings. Describe what you see, hear, smell for your reader, particularly if the surroundings tell something about the kind of person your contact is.

(4) Write a simple thumbnail sketch of the life of the person you're writing about. } SEE ABOVE

(5. Give some background information about your story that will explain why it is important or what led you to write about it.

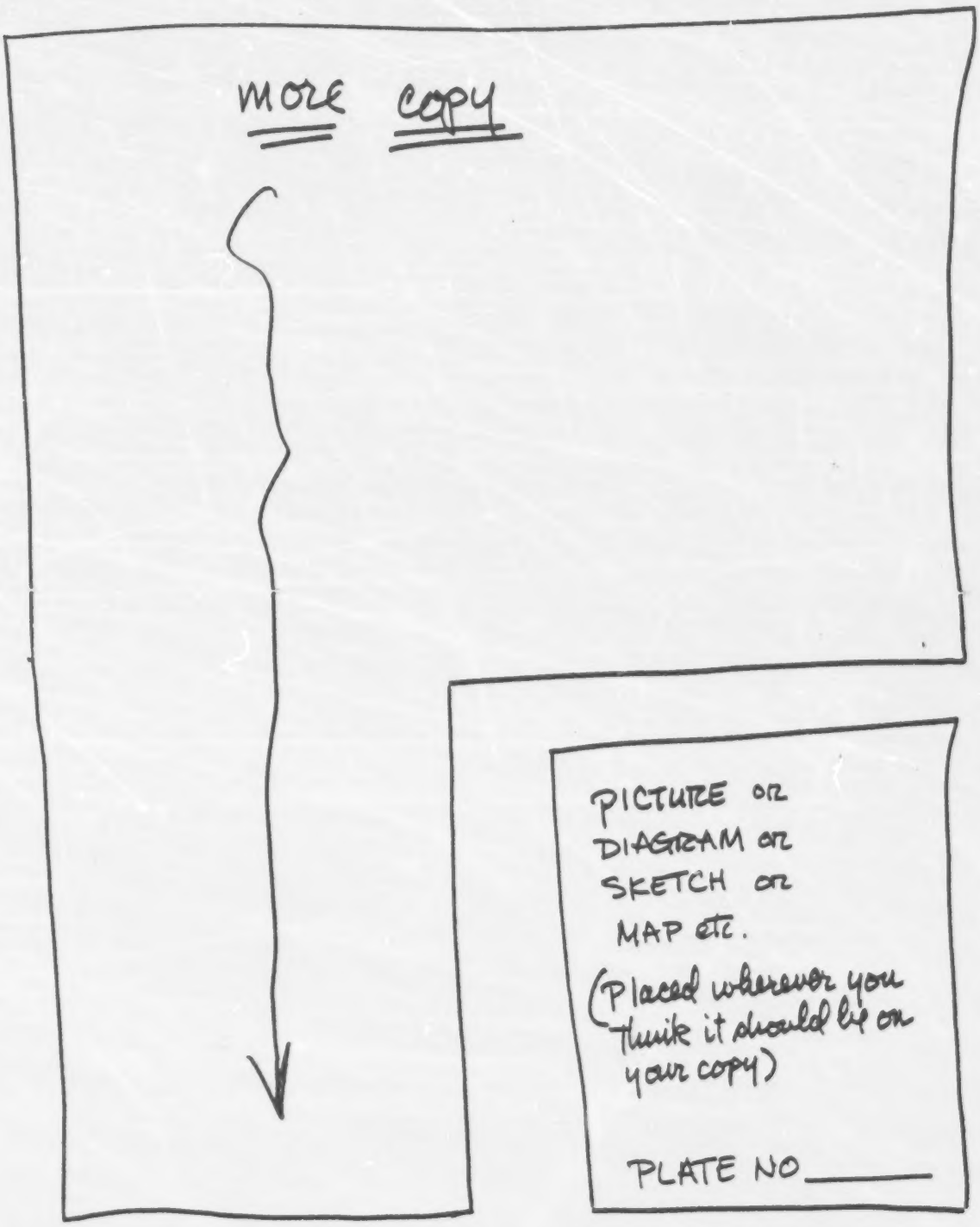
NOTE
NOTE
NOTE

YOUR COPY WILL CONTINUE ON AS MANY PAGES AS YOU NEED TO TELL EACH STORY SEGMENT.

(2)

A CONTD.

MORE COPY



NOTE: At the end of each story article - there should be a photographer credit line (if more than one person note names and plate NO's.

PHOTOGRAPHS BY _____ 81

SAMPLES OF: Thumbnail sketch ideas from page 151 "You and Aunt Arie"

B

NOTE ① uses a title idea
② uses name of the person being written about.

River Driving ①

By Fran Ober

Bert Morris is a river driver and logger. For most of his 85 years, he has logged the great forests of northern Maine in the winter, and driven the logs down the river to market in the spring.

Bert is as tall as the six foot "cant dog" he can still swing into a log with force. He showed us how to use a cant dog, a long pick to untangle logs that is the main tool of trade in river driving.

Bert lives in the West Forks, on the bank of Dead River, just north of where it meets with the Kennebec River. He has lived there 53 years. Bert told us about his life as a river driver.

"I've been on the drive since I was fourteen years old, except for the past few years. I drove at Moosehead (Lake) first. A man by the name of Jim Kinchley, he was in

Mack Dickerson ②

Seventy-nine years is a long way to look back. But Mack Dickerson looks back over that many years and is able to share many changes—some good and some bad—that have come to Wolffork Valley. Living near him, you find that he is a uniquely interesting individual. Mack is a bachelor (he says he likes being his own boss) and he has lived by himself for most of his life. He's quiet and keeps to himself, but once you take the time to know him, you discover that his has been a full and crowded life worth sharing with those who will listen.

Mack's family moved to Wolffork in 1835 when the area was still very much a frontier. There were only four other non-Indian families in the valley: the Keeners, the Carters, the Pinsons, and one other which Mack can't remember. Mack's father bought the land Mack lives on now from Grandpa Keener in 1896, and then built the hand-hewn log house that Mack still lives in. Its chimney was made of bricks that were made of lime, sand and red dirt in back of Gay McClain's place on Betty's Creek. Until the railroad came to the county, the post office for the valley was located in the Dickerson home.

When Mack was a boy, he made blowguns to shoot wild cherries with, swam a lot, gathered wild chestnuts, rabbit hunted with his

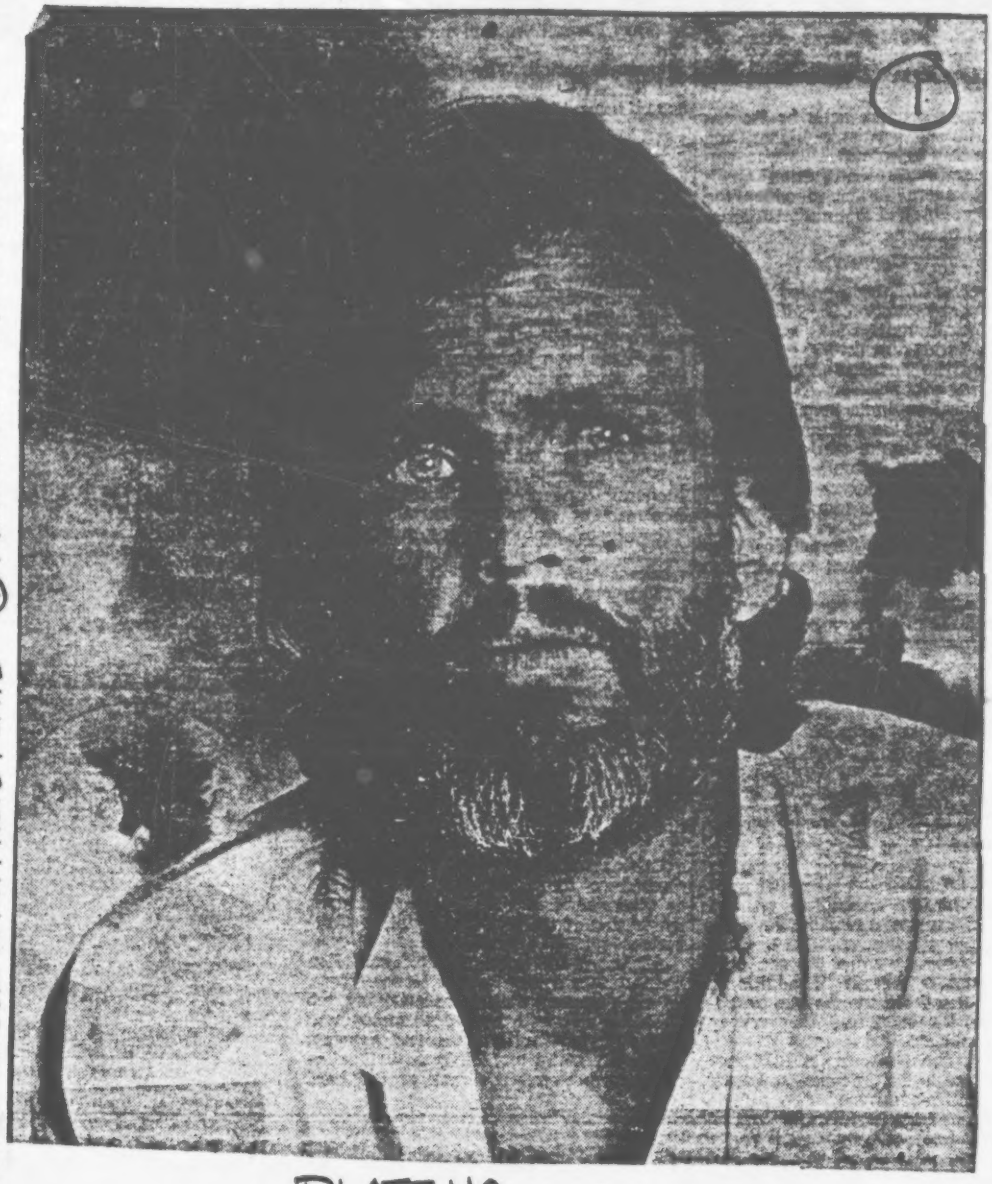
PICTURE SHEET.

C

PICTURE SHEETS:

1. EACH PICTURE SHOULD BE TAPED TO AN 8½ X 11" SHEET
2. PLATE NO. SHOULD BE NOTED IN SEQUENCE
3. AND COPY DOUBLE SPACED UNDER EACH PHOTO PLATE
4. ATTACH NEGATIVE IN AN ENVELOPE ON BACK.

Note:



2 PLATE NO. _____

3 WRITE COPY TO IDENTIFY

- WHO IS IN THE PICTURE
- WHAT THE PICTURE IS ABOUT
- WHERE THE PICTURE WAS TAKEN

4 → PLACE NEGATIVE FOR EACH PICTURE IN AN ENVELOPE. ATTACH EACH ENVELOPE TO THE BACK OF EACH PICTURE SHEET →

Your finished story article may look like This "PASTE-UP" WHEN finally printed by us.

Sample **D**

The Mystery that is "EASTER ISLAND"

By KATHLEEN TELTSCH

Mr. Papandreou has his father's magnetism, but he has moved considerably left of his father's centrist views. His opponents fear his stand on foreign affairs, which they feel will isolate Greece, more than they do his economic policies since, they reason, Greece is not highly industrialized and would not be changed m... by a shift to the kind of soc... espouses.

He lives comfortabl... ty valued at m... the major part c... land left by his ... importance and c... yield income, acc... dreou.

When Andreas P. ... recently in his mod... town Athens and beg... his desk as he talked about his beliefs and goals, he bore little resemblance to a political firebrand. In fact, with his gray, thinning hair worn a bit long, his gray tweed jacket and his measured way of pondering before he answers a question, he seemed most like an American college professor, which he was for more

question was posed again, however, Mr. Papandreou bristled for a moment, then offered some details.

To counter th... er Tusrkish force, he said, h... titute a program to ke... in the reserves, ... red, throughout ... ition, he would ... tion of arms. ... percent self- ... aid he recog- ... defense spending ... development. "I have ... this before," he said, "but ... ecent trip to Yugoslavia, which ... uces 65 percent of its armaments, I was assured that Yugoslavia is prepared to go into joint arms production with us here."

Mr. Papandreou spent the seven years of the military junta period, starting in 1967, living in Toronto, and teaching at York University there.

The New York Times
Thomas B. Morgan

THUMBNAIL SKETCH OF PERSON INTERVIEWED INC. ETHNIC GROUP.....

COPY COVERING AT LEAST 4 POINTS FROM PGS 149-152 " YOU & AUNT ARIE " . . . .

This dungeon consisted of four usable "galleries" where approximately 650 political prisoners were jammed like sardines, forced to sleep on an old, poorly cemented floor, with little ventilation and where the sun, moon or the stars could never be seen.

The sanitary conditions were ... ing—only four toilet holes in ... for the whole population, w... toned by the cup twice a ... on occasion, a bath with a b... can if you were lucky.

At night the conditions ... man, with no mattresses, pillows, sheets. We used sacks or whatever material was available and fought for a measly inch of space to rest our bodies.

It was from this dungeon that 159 of my fellow inmates and friends were taken out and executed. I heard the commands and the roar of the firing squads 159 times in a period of approximately nine months.

I was called and taken to trial three times. However, the trials were suspended because my attorney demanded the presence of observers from Geneva. I finally was tried on April ... returned to La Cabaña fortress.

Back at the fortress, I was placed in one of the 12 galleries above the ground with condemned political prisoners. The conditions were atrocious. Between 4,500 and 5,000 men, confined in an old fortress that never accommodated more than 500 persons, ... crowded to the ceiling with four- ... wherever possible. ... three ... up to the ... 110 feet long.

At this prison, as in the others, firing squads operated at full force. There were anywhere from 20 to 25 executions per week, to as many as 27 in one night. I am speaking of 1964. Among us there were no common prisoners, only political prisoners—men from all walks of life, whose only crime was their revulsion of Communism.

One would be surprised how much a human can endure under such conditions as well. It was touch and go for three days. In December we were transferred to La Cabaña again. Conditions did not improve. I didn't receive any mail from my family. None of my letters had been received since 1970.

During the 1976 Presidential campaign, conditions improved immensely. However, an enormous shortage of medicine persisted and expired medicines were re-dated or no medication at all was dispensed.

When President Carter was elected, there was jubilation among the prisons' administrative officers. They bent over backwards to be good to us and then, suddenly on Dec. 3, 1977, we were transferred to a new model prison in a convoy escorted by thousands of officers and troops.

From the outside the buildings look modern and attractive. With a combination of lively colors, they do not look like prison buildings. But once inside, it was a horrendous castle of isolation and mental torture.

I've attempted to give you but a few of the true facts of my 14 years, three months and 18 days imprison-

higher than those prevailing in the U.S. civil service and that this places

Photographer credit line

PHOTO I.D. DESCRIPTION

emed likely. Mr. Carter has sent him c
ssions impossible— down prot
unds, to re contract
ce the pla creases,
nama Canal ch case,
ne back wi successes. Now
ould quickly become the Administration's

Over the months, it seemed to us that
eral Bell had to make one of two choices
John J. Kearney, the lower-level F.B.I. ma
a year ago in the first felony case for
duct ever brought against an F.B.I. agen
involved "black-bag jobs," illegal wireta
opening in pursuit of antiwar radicals. T
would have engaged in such illegal activ
proval from superiors is inconceivable.
the only defendant, a solitary scapegoat.
eral Bell, in our view, either should havi
ments also of higher-ranking F.B.I. offi
doned the Kearney case. The Attorney G
oddly settled for a kind of rough justice
L. Patrick Gray, the former Acting Di
other former high F.B.I. officials have bee
conspiring to violate the civil rights of
remain only charges; the three will have
to defend themselves. But even the indic
come signal. For years, the limits on
were fuzzy. They could, with impunity,
acts in the course of some investigations.
ernment olerating a m
law to ins n, not even t
ing law e l, is above t

Still, if principle now
Justice D lid it simultar
the charg earney? That
might hav ponsibility for

COPY CONTD.

The education scene reverberates with calls for a return to "basics," a demand aroused by the number of children who lag in reading and writing and by the many high school graduates who are inadequately prepared for college or work. In the elementary schools the dissatisfaction focuses on the Three R's; in the high schools, it challenges a policy that allows students to enroll in "soft" electives and to bypass the "hard" subjects, such as English, history, mathematics, science and foreign languages.

A recent report in this newspaper showed that New York City high school students are skirting the academically demanding courses. It accords with what has long been suspected to be a national trend. A study of 34 high schools across the country, sponsored by the National Association of Secondary School Principals, has concluded that the policy permitting students to select their courses may be largely responsible for the recent decline in Scholastic Aptitude Test scores. Students attending schools which have not dropped the "hard" requirements were found to achieve the higher scores.

But in the elementary ncy in the
basics cannot be blamed evolutionary
views and progressive meth e hampered
by their own defective tra s not equip
them to teach reading an dren whose
range between readiness to learn is
enormous. For the first an history,
teachers are being asked children, in-
cluding many who in the y have been
allowed to drop by the w

Unfortunately, the sensible demand for more effective teaching of basic skills is being exploited by many who seek to strip public education down to its bare bones. They use "back to basics" as a pretext to drop what they call "frills"—meaning art, music, social studies and physical education.

To bring about true improvement, the elementary schools should concentrate on the basic skills in a way that will have all children reading, writing and doing arithmetic before they enter junior high school, thus eliminating the need for later remedial work. The high

D

Sample

STATE OF DELAWARE

DEPARTMENT OF PUBLIC INSTRUCTION

THE TOWNSEND BUILDING
DOVER, DELAWARE 19901

KENNETH C. MADDEN
STATE SUPERINTENDENT

RANDALL L. BROYLES
HOWARD E. ROW
JOHN J. RYAN
ASSISTANT SUPERINTENDENTS

April 21, 1978

TO:

FROM: Donald R. Knouse
James R. Gervan
Robert A. Zaetta

SUBJECT: PROJECT PET COMPLETION

We have prepared the attached memorandum sent to the Project PET teachers and students at your school regarding the format of the final materials to be prepared as a result of their year-long work on the project. A second memorandum suggests particular dates that we would be of direct assistance to your Project PET teachers and students. Explanation of final product expectations could best be accomplished in a hands-on work session with teachers and students. It is at this time that that Project PET coordinators and students could best inform us how they could utilize our services and then a schedule for completion could be established. Your kind consideration is therefore solicited for excusing involved teachers and students for a work session with us on the dates indicated on the attached form. Substitute teacher monies are available from your Project PET grant. We would also appreciate your approval of our use of a room in your school where we can all work together for the day indicated on the attached list.

DRK/JRG/RAZ/nt
Attachments

cc: Dr. Donald H. H. Wachter

STATE OF DELAWARE

DEPARTMENT OF PUBLIC INSTRUCTION

THE TOWNSEND BUILDING
DOVER, DELAWARE 19901

KENNETH C. MADDEN
STATE SUPERINTENDENT

April 21, 1978

RANDALL L. BROYLES
HOWARD E. ROW
JOHN J. RYAN
ASSISTANT SUPERINTENDENTS

TO: Project PET Coordinators and Students

FROM: Project PET Directors

Donald R. Knouse
James R. Gervan
Robert A. Zaetta

SUBJECT: ASSISTANCE FOR COMPLETION OF PROJECT PET

As a means of assisting you and your Project PET students in bringing together the various materials you have collected and prepared throughout this year of work on the project, we would like to come to your school and work with you and your students in preparation of your final materials for submission by May 22, 1978.

We believe this would be best accomplished if you were to utilize funds to pay for a substitute teacher for each project teacher from the $300.00 previously allocated to your school team.

We therefore request your consideration of our invitation to use our services on the day listed on the attached schedule.

We would plan for teachers to be released from all classes for the day along with all students working directly with preparation of the final materials. In this way you would all be excused from regular duties in order to provide you with additional project work time.

On the day that we meet with PET teachers and students we would appreciate your bringing the following items to the work session:

1. Completed interview tapes and transcripts
2. Draft copies of articles
3. All photographs, negatives and slides
4. Calendar of past and proposed activities
5. List of ethnic persons and groups worked with and/or contacted

Please request the use of a room in your building from your principal where we can work together all day.

Please call us upon receipt of this material as to your decision. Call 678-4885 no later than Monday, May 1, 1978.

DRK/JRG/RAZ/nt
Attachment

cc: Principals of Project PET Schools

APPENDIX 7

SAMPLE OF FINAL PRODUCT

PROJECT PET

PROPOSED WORK SESSION SCHEDULE

The following is a list of day long work sessions and State Department of Public Instruction PET Directors who would be available and plan to work with PET coordinators and students.

May 4, 1978

Sussex Central High School - Mr. Knouse*, Mr. Gervan p.m.

Holy Cross High School - Dr. Houpt*, Mr. Gervan a.m.

May 5, 1978

McKean High School - Mr. Knouse*, Dr. Houpt a.m., Mr. Gervan p.m.

Dickinson High School - Dr. Zaetta*, Dr. Houpt p.m., Mr. Gervan a.m.

May 9, 1978

Wilmington High School - Dr. Zaetta*, Dr. Houpt p.m., Mr. Gervan a.m.

Alexis I. High School - Mr. Knouse*, Dr. Houpt a.m., Mr. Gervan p.m.

May 10, 1978

Mt. Pleasant High School - Dr. Houpt*, Mr. Gervan a.m.

*Will be at this school all day.

PREFACE

This publication is the final product of a federally funded grant awarded by the U. S. Office of Education under the Ethnic Heritage Studies Program. It is a production that represents the work of fifty high school students and twelve teacher coordinators from seven Delaware school districts. The high schools involved were John Dickinson, Alexis I. DuPont, Holy Cross, Thomas McKean, Mount Pleasant, Sussex Central, and Wilmington.

The students were involved in researching historical context, values, customs, traditions and artifacts of predominant ethnic groups within their local community. The research was accomplished through student-taped interviews, photography, and by observing and studying the life-styles of members of the ethnic community. Many persons within the varied ethnic groups were of valuable assistance to the student researchers by passing on information themselves or through giving other leads for the students to extend their research.

The majority of the students had little or no skills in interviewing techniques, photographic skills, public speaking, tape recording, and the skills essential to carry out a project of this nature. Therefore, it was necessary to conduct a one-week workshop at the beginning of the project for students and teachers to prepare them to go out in the community and accomplish the goals set forth in the project. In essence the project was a learning-by-doing experience.

It is expected that other school districts will utilize this publication as a resource for instruction in the social studies, arts and humanities and other areas that deal with cultural understanding. It is also suggested that school districts replicate this project to deal with the customs and contributions of other ethnic groups that have not been treated in this publication.

PROJECT OVERVIEW AND IMPLEMENTATION

"....Experience in this project has shown me that whatever background or heritage I am from, I should be proud of it. To be a successful person in life, you must just be proud of yourself and you cannot be proud of yourself without being proud of your heritage." This quote is typical of statements made by Project PET (Preserving Ethnic Traditions) student participants. Other student reactions are included in the following statements:

"I thought most of the people we interviewed were very willing to talk about their experiences."

"I think the people were most proud of the way they got started in America, adapted to the American way of life, but kept their customs and traditions."

"They were all very hospitable and were willing to share any information that they could and they were happy to show off their treasures."

"We had a lot of fun just talking to the people and sampling their traditional foods."

"They (the ethnic group) viewed our work as another attempt from outsiders to exploit their way of life. However, as we asked serious questions, kept eye contact and listened intently, the barriers broke down. At the end of the project we were certain that they viewed us as friends taking a deep interest in their way of life."

The project teacher coordinators generally were satisfied with the project outcomes. The greatest concern among teachers was the time constraints in that most of them were teaching a full schedule. The coordinators found it was necessary to avail themselves beyond the regular teaching schedule. Teachers did point out a positive side of the project in that as students proceeded further into the project they were able to operate with less dependence on their direction. The project was designed to be a highly motivational learning experience with the expectation that students would assume the responsibility to compile the data gathered from the ethnic group studied and come up with a quality product. Quality assurance, however, was to be maintained by the teacher coordinators and project directors.

The completed document serves as a student-developed resource to be used in the classrooms as a primary source for ethnic heritage studies as a source to develop similar programs. The publication represents many hours of hard work by everyone involved in the project. Although one of the project goals was to produce an outstanding publication that is usable, mention should be made of the benefits derived by students as a result of the processes involved - students gaining first-hand experiences in photographic skills and experiencing excitement at looking at the results of their photography whether it be a good or poor quality exposure; the anticipation of Project PET teams going out to do their first interview questioning; their acceptance in the ethnic community and finding out in most cases that they received a warm welcome. Picture the student who is normally confined to the four walls of the classroom finding an opportunity to go out in the community to learn from first-hand experience and to write one's own material rather than reading it from a text as a secondary source. Finally, think about the opportunity Project PET students had because of a special grant

from the Delaware Humanities Forum to talk about and present the findings of their research to adult groups through evening seminar experiences. There are innumerable personal values that students have gained which are difficult to describe on the written page.

Where do we go from here? There are a number of ethnic groups in Delaware that have not been involved in this student research project. Only seven high schools were involved in this initial study. It was soon discovered that each high school found it nearly an impossible task to research more than one ethnic group because of the time allotted. Therefore, the Project PET teams were able to research a limited number of ethnic groups. It is the project directors desire that other school districts throughout the state review and utilize the final product of the PET students and organize their own teams to research other ethnic groups within the State of Delaware. It is also desirous that the students who have been involved in the project encourage others in their schools to conduct studies similar to the Project PET experiences.

In summary, the concept utilized in Project PET should be shared with other schools throughout Delaware. The project provided a meaningful high school experience that took students outside the classroom into various communities to gather important information on various ethnic groups creating this body of material as a written and visual record to be shared with interested students, teachers, and citizens of Delaware.

THE MULE SAVED MOTHER--A TRUE STORY AS TOLD BY:
John Cooper

It was late in November that a troupe of gypsies moved in the pine woods on the northeast side of the farm. They pitched four tents. They had some six or seven horses, several dogs, two goats, game birds and one mule colt about six weeks old whose mother had died the day before they moved in. The Gypsies had been granted the privilege of occupying the woods by our landlord and were welcomed by the neighborhood. They were a musical group of Gypsies. One of the girls was about 18 years of age and a very talented singer. A younger brother played the harmonica, the father played the violin, the mother the accordion, granddad the drums and grandmom would take up the collection. This musical group could play music fit for a king. At least we thought so, for entertainment was hard to come by in those days. They would play at street corners, railroad depots, hotels, almost anywhere they could pick up a small collection of nickels, dimes, and pennies. People in those days didn't have very much money and didn't spend very freely, but the gypsies seemed to make out on what they received.

On Saturday, the first of December, about the middle of the afternoon the wind shifted to the northeast and started to pick up force. By that night there were a few snow flakes starting to fall.

.....

We all retired about 9:30 that evening and no one was up during the night to check on the weather. Dad got up at 6 o'clock the next morning and got the rest of the family up. He told us to look out the windows. All we could see was the top of the fence posts. Everything was covered with snow. Our first thought was how the gypsies had made out during the night .....

On arriving at the Gypsies' camp, Dad said he could see or hear no signs of life except the livestock which were calling for attention. They were nearly covered with snow.

Soon one of the men folk came out of a tent and Dad told him that his visit was to check on how they survived the night. The gypsy man, whose name was Harvey, said that they were all in good health , but they had no food for their livestock and no provisions for themselves. He said they had just discussed their plight and thought he would butcher one of their goats. Dad put them at ease by telling them he would be back later with whatever provisions he could gather. He also instructed Harvey to move his livestock to the south side of the pine thicket in the sun and out of the wind.

Upon returning home Dad was still concerned about the mule colt. He sent Frank over to a neighbor who was good with sick animals. He advised us to use warm water instead of warm milk. To our surprise, the colt was able to swallow; and swallow he did, everything he could reach. After two or three days he was up and around and eating almost anything in sight. Dad told us he didn't think we would be able to keep the mule colt as he never stopped eating. But he let us keep him anyway.

.....

Luther was always in demand after he was "broke" to harness. Many of our neighbors would borrow him to cultivate their gardens. Luther was slow moving and his small feet did not trample the vegetables. But there is one thing you could be sure of — the corn wouldn't be as tall and the bean vines wouldn't have as many leaves when Luther got finished cultivating. One neighbor said if you left Luther in the garden long enough he would even eat the bean poles.

The town's people a mile away would use Luther to work their gardens and when they were finished with him they would turn him loose geared to a sleigh with the plow and cultivators. He would start eating along the side of the road when he left the edge of town and would eat all the way home. This took him about half a day. When he reached home he would be ready to eat his supper.

In back of the barn was a slight incline. Old Luther was pulling away, when all of a sudden he stumbled and almost went down. Dad was looking and told us to let him catch his breath. Frank and I were told to get off the sleigh and walk up the hill. When we thought Luther was rested, we gave him the word to go. He started, took about three steps and stumbled and went down. Dad had observed what had happened and rushed over. The first thing he did was to take hold of Luther's ears and when there was no resistence we knew what had happened. Luther was dead.

If there ever was a dumb animal that had given his all to mankind, it was Luther. If there is such a thing as mule heaven, I know Luther is there. I do hope they have plenty for him to eat.

MOUNT PLEASANT PROJECT PLT TEAM

EXCERPTS FROM TAPED INTERVIEW

INTERVIEWED: Mrs. Lydia Harwanko

BY: Carol Howe, Sandy Rosenzweig, Kirsten Wilson

ON: Tuesday, November 15, 1977, 7:30 p.m.

KEY:

L: Lydia Harwanko

C: Carol Howe

S: Sandy Rosenzweig

K: Kirsten Wilson

++

L: Tell me, now how did you get my name?

K: We got your name from someone in your church.

L: Did you call the parish?

K: Yes, that is where we got your name.

L: Ah! That's how you got it.

C: Are all these things in the room Ukranian?

.....

C: Why did you come to the U.S., just because of opportunity?

L: Just, well it seemed the best place to go. I couldn't go back so I couldn't stay in Germany very well and actually...

C: It's nice here.

L: It's the best country in the world to live in. And that's why I came to here. Of course, at the time, I was only seventeen years old.

K: That must have been a shock with the different cultures.

L: Yes, I knew a little English 'cause I took it in school. But it would be like your taking German or French. It's really not the same as your own language. You learn and adjust. And when you're seventeen it's not bad. Our parents, of course, found it was much harder to adjust.

S: Did you move to Wilmington when you were seventeen?

.....

C: I heard about your Christmas caroling, is it really big there? And they all have certain meanings about their family life?

L: Yes, well probably in the Old English and Irish customs and nationalities there was a time when people celebrated Christmas in a little different way than just giving gifts like they do today. They were more traditional, more deeper meaning as a birthday of Christ than just this commercial thing, and so with us too, especially in the villages where there was no television at the time or anything like that. This was very popular--going caroling house to house in groups. Our Christmas carols, some are even from Pagan times. It's a little bit of everything. Pagan is in the Christian times. It was sort of mixed together. The meaning is the birthday of Christ, of course.

C: Do you have special foods, cookies?

L: Yes, we do. Actually the biggest event is the Christmas Eve and it used to be that we had to have twelve different dishes. We don't do it anymore but we still have a lot of different dishes. The whole family gathered and had supper. The twelve dishes, representing the twelve aspostles, was like the Last Supper. The main traditional dish that came from the Pagan times is a kutya. It is made out of wheat, honey, and poppyseed.

C: Is it sort of a candy?

L: No, it isn't. It has a consistency of a cereal. It's not very, very thick, but you can eat it with a teaspoon, not a fork. Different people make it a different way. With a little more cereal like and some not. Well, this thing is carried over from the Pagan times when the wheat was like a God at the time because we are a very agricultural country and this is carried over from the Christian times. And then we have vareneky or pyrohy. They're dough stuffed with either potato or cheese, cabbage, sauerkraut or cottage cheese. It resembles Italian ravioli except it is a little larger. We have a borscht, it is a beet soup. What else do we have? We have holubchi and it is stuffed rolled cabbage with rice. You take a head of cabbage, you boil it for a little while to make it softer, but not really boil it. Separate the leaves and then stuff it. We usually stuff it with rice and meat like hamburger meat or it could be a little port added to it. You roll it and then bake it. Some people do it with tomato sauce or some kind of other sauce and bake it in that or a touch of garlic. But for Christmas Eve, the stuffed cabbage is made with mushroom filling or buckwheat (kasha). It is not made with meat because it is a day we abstain from meat.

APPENDIX 8

RESOURCES AND PUBLICITY

ETHNIC STUDY RESOURCE CONTACTS

Mrs. Roth's name (credit)

AFRICAN

African Club
Mr. Percy Ricks
P. O. Box 402
Wilmington, Delaware

AMERICAN INDIANS

American Indians (Illinois)
Michael Lee
Work - 738-2873
Home - 737-6282

AUSTRIAN

Austrian American Society of
Delaware
*Mrs. Charlotte Shedd
2203 The Sweep - Arden
Box 7005
Talleyville, Delaware 19803
Phone - 475-8077

BRITISH

Elizabethan Associates
c/o Penny Davis
1117 N. Dalton Court
Darley Woods
Wilmington, Delaware 19810

Tony Burton (Rae, P.S. duPont High)
104 Hilldale Court
Radnor Green
Claymont, Delaware
Phone - 798-4764
Hawk Pollard (Alexis)
Phone - 652-7765

Daughters of the British Empire
c/o Penny Davis
1117 N. Dalton Court
Darley Woods
Wilmington, Delaware 19810

CHINESE

Chinese School of Delaware
K. F. Lin, Principal
Aldersgate Church (Sat. 8:30-11:30)
Concord Pike (Cert. by DPI)
Phone - 995-1503
2701 Tanager Drive
Brookmeade
Wilmington, Delaware 19808

Organization of Chinese Americans
Dan Lee
4501 Pickwick Drive
Wilmington, Delaware 19808
Phone - 994-3410

CHINESE (Continued)

Greater Wilmington Chinese Assoc.
*Victor Chand, Treasurer
1331 Washington Street, Apt. 9
Wilmington, Delaware 19801
Phone - 656-1007
(Chinese School)
(Cultural Club)

FRENCH

Alliance De Francais
*Mrs. Colletta Cotter (J. Norman)
126 Meadowood Drive
Meadowood
Newark, Delaware 19711
Phone - 366-1014

Maison De Francais
189 W. Main Street
Newark, Delaware 19711

GERMAN

Deutches Haus
183 W. Main Street
Newark, Delaware 19711

Delaware Saengerbiend
49 Salem Church Road
Newark, Delaware 19711
Phone - 366-9004
737-8493
368-9454

GREEK

Maids of Athena
*Sandy Tarabicos, President
c/o Holy Trinity Greek Orthodox Church
808 North Broom Street
Wilmington, Delaware 19806
Phone - 798-3645

Sons of Pericles
*Harry Lewis, President
c/o Holy Trinity Greek Orthodox Church
808 North Broom Street
Wilmington, Delaware
Phone - 215 932-3961

AHEPA (Fathers)
American Hellenenic Educational
Progressive Association
*Tom Karas
2504 North Gate Road
Wilmington, Delaware 19810
Phone - 475-7701
(Brotherhood for people of Greek descent)
(Jobs, education, immigrants, charities
nonpolitical)

GREEK (Continued)

Daughters of Penelope (Mothers)
Holy Trinity Greek Orthodox Church
808 North Broom Street
Wilmington, Delaware 19806
*Mrs. Stella Laskaris, President
205 N. Dillwyn Road
Windy Hills
Newark, Delaware 19711
Phone - 737-5843

Mary Seitis
Women (Friends of Poor) Philopocthos
Phone - 475-8021

Old Timers: Mr. & Mrs. Alex Laskaris
Turn of Century: Cherry Hill, N.J. 08034
Scrapbook Owner: 110 Chestnut Street
1-609-667-8697

Dr. Kakavas
(Retired from Univ. of Del.)
9 Briar Lane
Newark, Delaware
Phone - 731-5612

INDIA (Indians)

*Mr. and Mrs. O. C. Abraham
2602 Tanager Drive
Brookmeade II
Wilmington, Delaware
Phone - 999-9069
(Dancers and Music)

Indian Student Association
*Kiran Gupte, President
c/o University of Delaware
71 Thorn Lane
Newark, Delaware 19713
Phone - 366-1703

Indian Cultural Society
Mr. Bhindu Thakai
141 Thorne Lane, Apt. 6
Newark, Delaware 19711
Phone - 368-3470

IRISH

Mrs. Nora Mulhern (Irish Dance School)
215 Rodman Road
Bellefonte
Wilmington, Delaware 19809
Phone - 762-1538

Lucy Brady (Vernon)
2200 W. 17th Street
Wilmington, Delaware
Phone - 655-0551
(Brings Irish groups, students and teachers to Delaware as visitors)
(Mr. Brady works for Babiarz as Sec. of Comm.)

IRISH (Continued)

Irish Culture Society
James Patrick O'Hanlon
Yorklyn Road
Hockessin Hills, Box 490
Hockessin, Delaware 19707
Phone - 239-2862

American IRA (Northern Irish)
*c/o John D. Kelly
Logan House
1701 Delaware Avenue
Wilmington, Delaware
Phone - 652-9493
Home (Evenings)
1805 Delaware Avenue
Wilmington, Delaware
Phone - 658-4954

ITALIAN

Italian-American League
c/o Mr. Al Campagnone
Phone - 652-2365

Wilmington Friends of Italian Culture
c/o Father Roberto Balducelli
St. Anthony's High School
9th and Scott Streets
Wilmington, Delaware 19805

JEWISH

Jewish Community Center
101 Garden of Eden Road
Wilmington, Delaware
Phone - 478-5660
Michael Kunel, Director
Jerry Zelson

Adas Kodesch Shel Emeth
Washington Blvd. and Tarah Drive
Wilmington, Delaware
Phone - 762-2705

LATIN AMERICA

Latin American Community Center
Rev. Ronald P. Arms, Director
1202 W. 4th Street
Wilmington, Delaware
Phone - 658-9898
(Puerto Rican, Spanish)

Latin American Society
**c/o Mrs. Sara Tiexido
145 Dickinson Lane
Wilmington, Delaware
(from Paraguay)
Phone - 656-2252
(All Latin countries - 15 families formed for Bicentennial)

Argentina
c/o Amelia Ezcl
Phone - 475-5481 (call evenings)

LATIN AMERICA (Continued)

Jamaican Club
Mr. Vancliff Johnson
1605 Sunset Lane
Ardencroft
Wilmington, Delaware

Cubans
Theresita Martinez
Phone - 453-8666

Professor Builla Marin (Columbian)

Mr. & Mrs. Ivo Dominguez (Cuban)

Aida Waserstein (Cuban)
(American - Pragmatic - Attorney)
2203F Prior Road
Wilmington, Delaware 19809
Phone - 798-3217
Work - 215 732-6615

Guatemala
Candice McBride
2406 W. 17th Street
Wilmington, Delaware
Phone - 656-0869
Olga Mendez
Stuart Pharm.

Puerta Rican
Anna Rosa Calon
Phone - 475-1777

Peru
Amelia Czel
1909 Faulk Road
Wilmington, Delaware
Phone - 475-5481

SPANISH

Mrs. A. Wylie (Spain)
721 Peachtree Road
Claymont, Delaware
Phone - 798-2277

Patricia Mikalco (Spain)
1310 Arundel Drive
Wilmington, Delaware 19808
Phone - 998-3747

La Casas Espanola
188 Orchard Road
Newark, Delaware

MEXICANS

Mexicans (Kennett Square)
(Mushroom house employees)
Call 656-0869 - Mrs. McBride

Mr. Juan Ornelas
c/o ICI
Phone - 575-8681
(Referred by Mrs. McBride)

LATVIAN

Latvian Club
Mr. Arturs Vatvors
8 Ravine Road
Highland Woods
Wilmington, Delaware
Phone - 475-7743
(Also Latvian Church Congregation -
contact thru above)

POLISH

Paul Pottcki (Pharmacist - Franklin Pharmacy)
2415 W. 17th Street
Wilmington, Delaware 19806
Phone - 654-4589

Polish Council of Delaware
Mr. Francis Czerwinski
1412 Sycamore Street
Wilmington, Delaware 19805
Phone - 652-7595

AMPOL (American of Polish Descent)
*John F. Yasik, Jr., President
4559 Simon Road, Twin Oaks
Wilmington, Delaware 19803
Phone - 762-2323, 652-5114

Captain Mlotkowski Brigade Society
*Charles (Helen) Kilczewski, President
247 Philadelphia Pike
Wilmington, Delaware 19809
Phone - 764-4694
(State Park Commission has brochures)
(Exhibit at Town Hall during October)

UKRANIAN

Ukranian Culture
*Mrs. Lydia Harwanko
1306 W. 9th Street
Wilmington, Delaware
Phone - 655-3858

Ukranian National Womens League
of America
*Mrs. Ladia Huzar, President
910 East Hazeldell Avenue
Minquadale
New Castle, Delaware 19720
Phone - 654-5840
Mrs. Stella Meyer
Phone - 798-6542

Zoria Dance Ensemble
Ukranian Students Dance Group
University of Delaware
*c/o Law Kolzinewsky
112 Wardel Road - Glen Berne
Phone - 994-7091 (after 10 p.m.)

UKRANIAN (Continued)

Ukranian Churches

St. Nicholas Ukranian Catholic Church
801 Lea Boulevard
Wilmington, Delaware
c/o Mrs. Ladia Hazar
Rectory Phone - 762-5511

St. Peter and Paul's Ukranian
Orthodox Church
1406 Philadelphia Pike
Wilmington, Delaware
Phone - 798-4588
Rectory Phone - 798-4455

SCOTCH

*A. Wylie
721 Peachtree Road
Claymont, Delaware
Phone 798-2277

Agnes Moore
(Housekeeper of Catholic Bishop)
Phone - 655-0223
Work - 658-7741

Scottish American Association
*Matthew McConnell
3 Crest Drive
Glen Farms
Newark, Delaware 19711
Phone - 301 398-6861

Scottish Games Association of Delaware
*c/o Mr. McClain MacLeod, Director
22 Wakefield Drive
Newark, Delaware 19711
Phone - 731-5101
Mr. Laird Stabler, Chairman
Ellis McDonald, Chieftain

SWEDISH

Swedish Colonial Society
Arne E. Carlson, President
192 Brandywine Boulevard
Wilmington, Delaware 19809
Phone - 764-2060
(Annual Church celebration of landing of the Swedes held at Old Swede's Church, Wilmington)

***RELATED ASSOCIATIONS

International Relations Club
c/o Dr. Bennett (Political Science)
University of Delaware
Newark, Delaware 19711

International Student Affairs
*Dr. Dean Loomis
54 W. Delaware Avenue
University of Delaware
Newark, Delaware
Phone - 738-2115

RELATED ASSOCIATIONS (Continued)

International Club of AAUW
1304 Delaware Avenue
Wilmington, Delaware

Cosmopolitan Club
(Organization of International Students)
Rakesh Gupta, President
University of Delaware
c/o International Student Office
54 W. Delaware Avenue
Newark, Delaware
Phone - 738-2115

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* These persons or groups have been contacted on behalf of Project PET in order that students may proceed directly with follow-up information gathering.

** Mrs. Tiexido recommended all Latin American contacts.

*** Persons interested in Pakistani and representatives of nations not mentioned directly in this paper may wish to contact any of the groups listed under "Related Associations" for further assistance.

Valuable resource information was obtained from Dr. Dean Loomis, University of Delaware, by Mrs. Eleanor Roth who prepared this listing for Project PET use.

10/77

OTHER RESOURCES

MILFORD

William O. Burton Rehoboth Delaware	Farmer, Age 70 Indian graveyard on farm No children
Hershel Deputy S. E. 2nd Street Milford, Delaware	Long time resident Ship builder Interested in ancestry
Ms. Catherine Downing Milford, Delaware	Local historian Statewide Bicentennial Committee
Millis Hurley Milford, Delawae	Milford History
Mr. Dallas Hitchens Milford, Delaware	Author of Milford Delaware Area Before 1776
Mr. Hayes Dickerson Milford, Delaware	Lt. Col. Reed and Elaine Editor of Milford Chronicle

State to instill pride at class-'Roots' level

By MARLENE Z. BLOOM

In 1966, Eliot Wigginton was a Cornell University graduate trying to teach 240 bored and restless students in rural Appalachia.

His solution was to have them chronicle the history, culture and folkways of their community. Th results — the best-selling Foxfire books — have helped preserve the traditions and crafts of an oral culture.

Its success has made the Foxfire program, named after tiny fungi which glows in the dark and live in shaded mountain covers, one which other schools have copied.

Now Delaware has adopted the concept, and a $14,000 federal grant will help start a Foxfire-type program in 10 school districts this fall.

The program is called Project P.E.T., for "preserving our ethnic heritage," says Donald R. Knouse, project supervisor and social studies coordinator for the Department of Public Instruction.

"We're all members of an ethnic group, in one way or another," Knouse said. "It's sort of picking up on the 'Roots' idea of building up pride in your past."

Funded under the new federal Ethnic Heritage Studies Act, eight students from each of ten districts will be chosen to interview and photograph local residents, and then compile a book about their ethnic traditions and history.

The books, hopefully, will find their way into each school library in the state, as well as museums and cultural centers.

The Delaware Authority for Regional Transit has also agreed to use its interior bus advertising space during February to summarize the students' findings and to display pictures.

The 80 students will be high school sophomores and juniors chosen by their teachers and administrators. The idea is that these students can then teach younger students what they learned about putting out a publication, Knouse says.

Knouse says P.E.T. will try not to overlook any ethnic group, but has so far identifed 11 it will study: blacks, Puerto Ricans, Poles, Germans, Italians, American Indians, Moors, the Amish, Jews, Slavs and the Irish.

Two teachers from each district, generally the English and social studies teachers, will work with the students, Knouse says.

The project is scheduled to run the entire 1977-78 school year. Students will also work with the federally funded Artreach arts program at the Absalom Jones Community Center.

An additional benefit of the program, is that students will get a chance to associate with older people, and see that older Americans have a great deal to contribute, Knouse says.

The districts which will be part of the program are: Alexis I. du Pont, Capital, Claymont, Conrad, Indian River, Marshallton-McKean, Mount Pleasant, Seaford, Smyrna and Wilmington.

APPENDIX 9

DELAWARE HUMANITIES FORUM SEMINARS

PRESENTATION BY PROJECT PET STUDENTS

STATE OF DELAWARE

DEPARTMENT OF PUBLIC INSTRUCTION

THE TOWNSEND BUILDING
DOVER, DELAWARE 19901

KENNETH C. MADDEN
STATE SUPERINTENDENT

RANDALL L. BROYLES
HOWARD E. ROW
JOHN J. RYAN
ASSISTANT SUPERINTENDENTS

May 1, 1978

TO: Chief School Officers

FOR: All Junior and Senior High School Principals

FROM: Donald H. H. Wachter
State Director of Instruction

Donald R. Knouse
State Supervisor of Social Studies

SUBJECT: BROCHURES FOR EVENING SEMINARS ON PRESERVING ETHNIC TRADITIONS

The State Department of Public Instruction has designed a series of evening seminars entitled "Preserving Ethnic Traditions". The seminars will include displays of ethnic artifacts, photographs of people and communities, presentations by students, scholars and ethnic representatives, slide presentations and question-answer periods.

Five different evening seminars will be held throughout the state by five high schools involved in a federally funded project entitled Project PET (Preserving Ethnic Traditions). The seminar presentations are directed primarily toward the adult population in and around various ethnic communities throughout the state.

Please send the enclosed brochures to your junior and senior high school principals for their distribution to the various classes as quickly as possible. It is hoped that the students will take the brochures to their parents or guardians to encourage them to attend one or more of the seminars.

Thank you for the assistance. Please join us for any or all of the seminars.

DHHW/DRK/nt
Enclosures

cc: Dr. Madden
Dr. Broyles

DELAWARE HUMANITIES FORUM SEMINAR

We welcome you this evening to the second of a series of five seminars sponsored by the Department of Public Instruction and funded through a grant from Delaware Humanities Forum. The theme of our seminars addresses the issue "The Preservation of Ethnic Traditions and Heritage". In plain talk our seminars are about the values of those present now preserving their values for future generations.

The seminars are structured in the following manner: (1) Reception, (2) Presentation by scholars who have researched ethnic groups/Presentations by Project PET students, (3) Question/Answer period.

Who are the Project PET students?

These individuals are high school students who are involved in a federally funded project entitled Project PET (Preserving Ethnic Traditions). It is funded through the Ethnic Heritage Studies Program, U.S.O.E. The students are involved in researching historical context, values, customs, traditions, artifacts of one or two ethnic groups within their own community. This is being accomplished through taped interviews, photography and a variety of methods. The students will compile the results of their research and document. The Department of Public Instruction will pull together materials from all schools and produce a document on the state level. The document will also be supplemented by audio-visual productions, e.g., photo essays, slide-tape presentations. Another component is to have students present their findings to members of the adult community. The Delaware Humanities Forum seminars is an example of the above.

In essence, we envision the following benefits for the students:

(1) Appreciation for the past and respect for ethnic contributions;

(2) Creative and active involvement in researching the traditions of ethnic groups;

(3) Youths opportunity to document the wisdom of the older generation;

(4) Developing of wide range of academic and practical skills.

OBJECTIVES OF THE DELAWARE HUMANITIES FORUM SEMINARS ARE:

1. Instill pride of ethnic background among adult population of ethnic communities and inform others to help them perceive the value and worth of particular ethnic groups.

2. Inform adults within particular ethnic communities and many other interested persons about contributions of ethnic groups in Delaware and in the immediate community.

3. Create an awareness of the elements that make up life-styles of an ethnic community such as contributions, traditions, customs, folklore, crafts, values and artifacts.

4. Provide opportunities for human interaction to promote better understanding among generations within ethnic groups and foster an exchange of knowledge between seminar presentors and target audience.

5. Maintain a recorded history of various ethnic group's progress and contributions instead of depending on human memory.

STATE OF DELAWARE

DEPARTMENT OF PUBLIC INSTRUCTION

THE TOWNSEND BUILDING
DOVER, DELAWARE 19901

KENNETH C. MADDEN
STATE SUPERINTENDENT

RANDALL L. BROYLES
HOWA D E. ROH
JOHN J. RYAN
ASSISTANT SUPERINTENDENTS

March 14, 1978

TO: Project PET Team Coordinators

FROM: Donald R. Knouse, State Supervisor of Social Studies
James R. Gervan, State Supervisor of Art/Music
Robert A. Zaetta, State Supervisor of Modern Foreign Languages

RE: DELAWARE HUMANITIES FORUM FUNDING FOR PROJECT PET EVENING SEMINAR SERIES

The Department of Public Instruction has been awarded a grant from the Delaware Humanities Forum to carry out the evening seminar activities of Project PET. You will recall your previous confirmation to us agreeing to have the Project PET students from your school make an evening presentation with the adults of the ethnic community study group. According to the conditions set by Delaware Humanities Forum, the following program format is to be followed by each participating Project PET school.

7:00 - 7:30 P.M. - Reception (informal discussion with resource persons, students, ethnic groups)

7:30 P.M. - Brief description by project director

7:35 - 9:00 P.M. - Slide-tape presentation
Student talks
Talk by humanities professional
(Minimum of 25 minutes)
(In any order)

9:00 P.M. - Audience discussion

An additional component of the presentation may be a photo essay exhibit of 15 items, if additional DHF funding becomes available.

In order to facilitate the completion of these activities, it will be necessary to hold a meeting with all teacher coordinators and at least two Project PET students. Students attending this meeting should be persons who will have key roles during the evening presentation from each school, e.g. speakers, A/V coordination, etc. All other student members will be involved at the evening seminar, but the two students who meet with us should be able to take on leadership roles in developing materials for and during the presentation. The purpose of this meeting will be to discuss the following:

1. How, when and where individual evening seminars will be held.

2. Planning and implementation of the seminars (identification of scholars, meeting with scholars and DHF).

3. Record keeping.

4. Financial support from DHF grant.

5. Expectations of DHF.

6. Promotional component.

7. Evaluation procedures.

It is proposed that there be a group meeting of New Castle County Project PET coordinators and students on March 23, 1978 at the Alexis I. DuPont District Office from 1:00-4:00 P.M. Holy Cross and Capital will meet on March 23, 1978 at the Department of Public Instruction, Third Floor Conference Room, from 1:00-4:00 P.M. Sussex Central High School will meet on March 21 at Sussex Central High School from 1:00-4:00 P.M. Project PET monies will provide for a one-half day (P.M.) substitute.

The Delaware Humanities Forum funding provides an opportunity for Project PET students and coordinators to demonstrate the results of their efforts to the adults in their community. This is a unique opportunity for school/community relations.

DRK/JRG/RAZ/nt

cc: Dr. Kenneth C. Madden
Dr. Randall L. Broyles
Dr. Donald H. H. Wachter
High School Principals
Advisory Council Members

KENNETH C. MADDEN
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

STATE OF DELAWARE
DEPARTMENT OF PUBLIC INSTRUCTION
DOVER, DELAWARE 19901

RANDALL L. BROYLES
HOWARD E. ROW
JOHN J. RYAN
ASSISTANT SUPERINTENDENTS

Memorandum

To: Rona Finklestein
Executive Director, Delaware Humanities Forum

From: Project P.E.T. Directors
Donald R. Knouse, James R. Gervan, Robert Zaetta

Date: June 15, 1978

Subject: Submission of Final Project Report

Enclosed herewith are six copies of the Project P.E.T. Seminar, Delaware Humanities Forum evaluation materials. As confirmed with you by telephone today, the financial report regarding this project will be submitted to your office on or before Monday, June 26, 1978.

We hope these materials will be appropriate for your evaluative process and sincerely appreciate your support and assistance during the period of the project grant.

lem
Enclosures
cc: Dr. Donald H. H. Wachter

June 5, 1978

Project Director's Evaluation of Project

Directors: Donald Knouse, James R. Gervan, Robert Zaetta

Titles: State Supervisor of Social Studies; State Supervisor of Art & Music; State Supervisor of Modern Foreign Languages

Project No. 222

Project Dates: May 2, 3, 4, 16, 17, 1978

After seeing many projects funded by DHF, we have learned that things sometimes work out even better than anyone expected. There may even be happy accidents. On the other hand, we discovered that there are innumerable things that can go wrong in a project or at least come out differently in even the most successful projects.

You can do us a great service by telling us candidly all the things in your project that developed differently than you had expected, e.g., format, speakers, arrangements, etc., and giving us your analysis of why in each case. That way, we can add to our list of "things that work" and "things that don't work" which we use to guide new project directors. Please also tell us what things you wish we had warned you about, that we didn't. We need your help to identify potential trouble spots for tuture project directors. Don't be embarrassed to be frank--we learn more from an evaluation that gives us the details of what didn't go perfectly than from one which assures us that nothing could have been improved in the slightest!

Looking back at the project,

1. How well did humanities professionals and other resource persons communicate with the audience? Did they explain their views clearly? Were they interesting? Did they talk on the right level for those attending? If discussion was appropriate, did they stimulate satisfactory discussion with the audience?

   Answer: Humanities professionals gave enthusiastic presentations easily understood and appreciated by the varied adult audiences. During discussion periods with the audience, humanities professionals and other resource persons, including students, all questions were adequately answered and often expanded on as to reply.

2. Do you feel that the humanities were central to this project in the way you had originally planned? Please explain your answer.

   Answer: Yes. The plan was to take our ethnic project to the adult community as a means of expanding joint awareness including valuing of the contributions of the various ethnic groups. Audience evaluation forms varify this response.

3. Do you think the planning committee had enough meetings? Was there the right number of persons on the committee? Was it a diverse enough group? Was the humanities professional helpful? What would you do differently, if anything, in planning? Please give details to explain your reply.

Answer: The primary planning committee met continuously regarding the seminars and held numerous meetings with teacher/student resource teams including at least one full day release time from studies for seminar development. The diversity was an important dimension. The humanities professional was helpful, but could have been used more extensively. With a project as diverse as this, greater lead time as to planning should have been considered. Earlier final grant confirmation would have provided for a longer final development period.

4. Were you satisfied with your public relations firm? (Which was it?) Were the promotion efforts effective? What could have been improved? Would you advise doing anything differently, if you had to do it over?

Answer: The Aloysius, Butler & Clark Associates public relations firm did a commendable job under a restrictive time frame with limited funds, producing an overall brochure, numerous flyers, radio spots and newspaper ads. The distribution of public relations items by the committee could have been improved if public relations data had been confirmed earlier by us.

5. How many attended? (If this was a series, please give your figures for each separate program.) Was the size of the room appropriate? Did the audience show interest by engaging in discussion? Please summarize audience evaluation questionnaires.

Answer: The five seminars were presented in adequate facilities with high interest on the part of audience participants. Attendance was as follows:

Date	Participants
May 2	24
May 3	19
May 4	18
May 16	24
May 17	16
Total	101

A summary of audience responses are indicated on sheets attached to each seminar report.

6. What proportion of your audience do you estimate attended as a result of:

Ads 70% Organization Newsletter ?

Personal Contact 10% Flyer 20%

Other ?

7. Would you have liked more or less help from DHF staff? Did you feel free to call for assistance? Please explain your answer. Please give us any suggestions you might have for changes in forms and/or procedures.

Answer: Assistance from the DHF staff was extremely helpful in all aspects of the project. Their flexibility in clearing arrangements and making special efforts on behalf of the project are greatly appreciated. DHF should advise persons not to hold events soon after the date of funding confirmation, thus allowing necessary final detail development time.

8. Please use this space for additional comments on any facet of the project, or on DHF, or whatever you wish. If you need more space, just add another sheet.

Answer:

- The evaluative responses from the adult audience including parents emphasized their high degree of interest in having similar student/scholar programs made a part of the regular school humanities related study experiences. The majority of students working on this DHF project expressed a sincere improvement in perception of various ethnic groups that they worked with, including on-going social relationships with elder citizens.

- In that a large audience participation is a goal of DHF, it now seems obvious to the project directors that this goal can be best met by the selection of a topic of high interest and concern to a large audience.

9. We would appreciate your recommendations of (a) other groups who might want to sponsor a project, and (b) other groups or places for which this particular project might be used in some way.

9. Answer:

(a) As reports on this project are received by various ethnic groups who participated in the project, they may wish to sponsor similar events.

(b) State Department of Public Instruction staff who organized this project will consider encouraging local school administrators to pursue further development of similar humanities study experiences as an on-going aspect of the school curriculum. Service clubs and various ethnic organizations and church related groups may invite student teams to make presentations.

We thank you very much for your help.

If new project directors or program participants could benefit from seeing parts of this evaluation, we would very much appreciate having your permission to share certain sections with them. We would not identify the writer, of course. Please indicate whether we have your permission.

Yes x

No ____

lem

6 copies enclosed

PRESERVING ETHNIC TRADITIONS

In keeping with the Delaware Humanities Forum theme "TOWARD 2000", the State Department of Public Instruction recognized the importance of preserving ethnic traditions and values for future generations. Therefore, the State Department of Public Instruction has designed a series of evening seminars entitled "The Preservation of Ethnic Traditions and Heritage". This project consists of five seminars based on the heritage of different ethnic groups. At these seminars, high school students, scholars and seminar presentors will explore the various contributions Delaware ethnic groups have made to the state and the nation.

A rich ethnic heritage of traditions, customs, languages, folklore, and artifacts in Delaware need to be preserved. To sustain these values, adult members of ethnic groups must gain a greater sense of awareness of the contributions of their respective cultures. The project aims to help adults gain this awareness and to create a better understanding among different ethnic groups. Another objective is to maintain an oral and pictorial written history of each group's progress and contributions.

Five different evening seminars will be presented at the following locations. Each seminar will take place from 7:00 to 9:00 P.M.

DATE	LOCATION OF SEMINAR	ETHNIC GROUP	PARTICIPATING SCHOOL
May 2, 1978	Wesley College College Center, Room 206A&B	Amish Phillipinos	Holy Cross High School
May 3, 1978	Sussex Central Sr. High School Library & Auditorium	Sussex County Folklore & Nanticoke Indians	Sussex Central Sr. High School
May 4, 1978	Wilmington High School Room 100	Blacks Hispanic	Wilmington High School
May 16, 1978	St.'s Peter & Paul Church, Wilmington	Ukrainian	Mount Pleasant High School
May 17, 1978	Goldey Beacom College Student Lounge	Pakistani	Dickinson High School

The seminars will include displays of ethnic artifacts; photographs of people and communities; demonstrations of crafts and skills; presentations by students, scholars, and ethnic representatives; slide presentations; and question-and-answer periods.

Each scholar will speak on the historical background of a specific ethnic group in Delaware, including why it settled in its present area, its folk culture, problems it encountered when it settled in the area; its contribution to Delaware; its lifestyle, past to present; and its present mobility.

Supported by a grant from the

Delaware Humanities Forum

PRESERVING ETHNIC TRADITIONS

P.E.T.

SEMINARS

on

The Preservation of Ethnic Traditions and Heritage

TOWARD 2000:
THE DELAWARE HUMANITIES FORUM

STATE OF DELAWARE

DEPARTMENT OF PUBLIC INSTRUCTION
THE TOWNSEND BUILDING
P.O. BOX 1402
DOVER, DELAWARE 19901

KENNETH C. MADDEN
STATE SUPERINTENDENT

RANDALL L. BROYLES
HOWARD E. ROW
JOHN J. RYAN
ASSISTANT SUPERINTENDENTS

HOLY CROSS HIGH SCHOOL - PROJECT PET SEMINAR

May 2, 1978

Ethnic Group:	Amish
Location of Seminar:	Wesley College, Dover, Delaware
No. Persons Attending:	24
Composition of Audience:	Mix of professional and non-professional audience
Audience Response:	See attached composite evaluation sheet and representative comments
Teacher Coordinator:	Gary Cooper, Social Studies

CONTRIBUTIONS

Scholar:

Mr. Allen Clark, Professor of History, Wesley College, Dover, Delaware

Mr. Clark's presentation was based on his research toward the completion of a Master's Degree program at the University of Delaware. The research document is entitled "History of the Amish in Delaware". Clark presented information based generally on his personal contacts with the Delaware Amish community. Therefore, much of the information was from primary resources. His presentation was directed toward the human interest approach rather than the typical scholarly approach.

Clark's presentation was well organized. He talked to the audience as opposed to talking at the audience. He also treated in some detail the topic of assumptions and misconceptions of the Amish ethnic group. It appeared that he kept the attention of the audience throughout his presentation.

Students:

Student enthusiasm ran high in relation to the project. However, their presentation seemed somewhat disorganized. Probably several rehearsals should have taken place. The students highlighted an important aspect of

Project PET and that is the development of trust between them and the Amish who were interviewed. They also were pleased that they had an opportunity to find information not typical of that reported in a history book. The student slide presentation revealed a rather disorganized commentary. However, many of the slides were good to excellent in quality.

STRENGTHS AND WEAKNESSES

Strengths:

1. Scholar brought out personal experiences that added interest.
2. Research by students was commended as a positive teaching approach.
3. Misconceptions about Amish were clarified.
4. Interchange between audience and presentors was commendable.
5. Presentation did change stereotype toward Amish in some cases.

Weaknesses:

1. Seminar scholar's research was about 15 years old and not updated.
2. Students were not totally prepared.
3. Majority of questions were directed to the scholar.
4. The slide/tape presentation was not organized as to commentary which took away from the excellent photography.
5. Attendance should have been greater in numbers.

RECOMMENDATIONS FOR IMPROVEMENT

1. Provide for more time prior to the presentation in order to publicize more widely.
2. Provide students with more instruction and practice in public speaking.
3. Provide special invitations to members of the Amish community.
4. Provide more hands on materials.
5. Provide for more student involvement.
6. Insist that seminar presentors take a more active role in planning the seminar.

DRK/nt
6/7/78

PRESERVING ETHNIC TRADITIONS

You are invited to
attend a P.E.T. seminar
on

AMISH
culture
May 2, 1978
7:00 to 9:00p.m.
Wesley College
College Center,
Room 206 A&B

Delaware's rich ethnic heritage needs to be preserved. The seminar will provide an opportunity to gain an awareness of the cultural contributions of the featured ethnic group.

*Presentations by Mr. James Valle, Assistant Professor, Department of Political Science and History, Delaware State College and Holy Cross High School Students
*Displays and Slide Presentation
*Question and Answer Period

The seminar series is sponsored by the State Department of Public Instruction in cooperation with P.E.T. High Schools. It is free, open to the public and supported by a grant from the Delaware Humanities Forum.

dHF TOWARD 2000:
THE DELAWARE HUMANITIES FORUM

Attendance
May 2, 1978
Holy Cross PET Seminar

NAME	ADDRESS
Paula Zromen	230 Eisenhower Drive, Dover
Luanne McDermott	559 Westwood Drive, Dover
John and Nancy Gardner	213 North State Street, Dover
Eleanor Lawless	918 Janeka Lane, Dover
Joe L. Myer	38 North New Street, Dover
Margaret Ivinton	232 North Governors Avenue, Dover
Charlotte Ruehl	219 North Governors Avenue, Dover
Dorothy M. Stoat	455 Fiddlers Grove, Dover
Stanley J. Stoat	455 Fiddlers Grove, Dover
Terri Ziomek	230 Eisenhower Drive, Dover
Joseph W. Hartnett	1919 Mitten Street, Dover
Art Aranilla	One Clarke Avenue, Milford
Anthony Aramilla	One Clarke Avenue, Milford
Annette Aranilla	One Clarke Avenue, Milford
Trina Aranilla	One Clarke Avenue, Milford
Rev. Edmund Coppinger	Box 126, Marydel, MD Immaculate Conception Ch.
John Endicott	664 Independence Boulevard, Dover
Amy Price	R.D. 1, Townsend
Becky Price	R.D. 1, Townsend
Eric Ellisen	Dover
Angelo Denardo	Milford

STATE OF DELAWARE

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HOWARD E. ROW
JOHN J. RYAN
ASSISTANT SUPERINTENDENTS

SUSSEX CENTRAL HIGH SCHOOL - PROJECT PET SEMINAR

May 3, 1978

Ethnic Group: Nanticoke Indians and Sussex County Folklore

Location of Seminar: Sussex Central High School

No. Persons Attending: 19

Composition of Audience: Representative sampling of Sussex County residents

Teacher Coordinators: June Soukup, Social Studies
Bayard Hendricks, English/Language Arts

CONTRIBUTIONS

Scholars:

Mr. A. Wayne Burton, Retired Principal, Indian River School District

Burton's presentation on both prehistoric and historic Indians emphasized the importance of classifying and recording location sites of artifacts. He recalled from his boyhood certain anecdotes that had been handed down from generation to generation concerning white contact with the Indians of Delaware. He also exhibited a variety of Indian artifacts.

Rev. Sterling Green, Minister for the Indian Mission Church

Green's presentation dealt with the theme, "Why Bother to Look Into the Past?" His talk emphasized the need for preserving one's past by recording what the older people have to say. He emphasized the premise that "you are somebody" or the notion that one needs to recognize what one's ancestors have contributed to society. In essence he contends that self-image is built by studying one's roots.

Students:

Program was well organized and student enthusiasm was high. A noticeable weakness was student dependency on notes. The students should have rehearsed several times prior to the seminar.

Resource Persons:

Ms. Patsy Wright, member of the Nanticoke Indian Association, presented a brief history of the Nanticokes. Presentation was formal and informative.

Mrs. Odetta Skinner, member of the Nanticoke Indian Association, demonstrated and described artifacts representative of the Nanticokes.

STRENGTHS AND WEAKNESSES

Strengths:

1. Program was well organized including a reception prior to the presentations.
2. Program included a variety of presentations, a total of eight participants.
3. Displayed several artifacts and photographs.
4. Displayed a great amount of enthusiasm.

Weaknesses:

1. Students were not asked questions by the audience.
2. Students should have memorized their brief presentations.
3. Attendance for this outstanding seminar was low. Public relations and communications were not affective.

RECOMMENDATIONS FOR IMPROVEMENT

1. A slide/tape presentation would add to the seminar, e.g. pictures of interviewees with artifacts and in their natural settings.
2. Review public relations and communications practices.
3. More planning time, more "dry runs" of seminar.

DRK/nt
6/7/78

Attendance
May 3, 1978
Sussex Central PET Seminar

NAME	ADDRESS
Harry W. Weis	Rt. 1 Box 107B, Georgetown
Karen Williams	238 West Pine Street, Georgetown
Bill Williams	238 West Pine Street, Georgetown
Cindy Kambarn	Salisbury, MD
David Clark	Milton
Jeanne C. Stephens	Cokesbury
Jaenell Hoffert	402 Old Landing Road, Millsboro
Ann Bashanelli	R.D. 1 Box 112, Georgetown
Helen Hewitt	P.O. Box 204, Georgetown
Paul B. and Beverly Rogers	403 Water Street, Georgetown
Ledi Lantis	Bethel
Odette Skinner	Millsboro
Patsy E. Wright	Millsboro
Sterling Green	102 East Laul Street, Georgetown
Jim Gervan	DPI, Dover

PRESERVING ETHNIC TRADITIONS

PRESERVING ETHNIC TRADITIONS - PROJECT PET SEMINARS

Organized by the State Department of Public Instruction and presented by High School Students and Scholars with funding from the Delaware Humanities Forum.

In order to evaluate this program for the project directors and the Delaware Humanities Forum, we would appreciate your filling out this questionnaire about the effectiveness of the presentations and the contribution of the scholars who spoke this evening. Please leave this completed questionnaire in the box near the door as you leave. Thank you for coming this evening and for completing this form.

CHECK YOUR RESPONSE AND MAKE COMMENTS WHERE INDICATED:

1. Was the topic, the particular ethnic group, examined objectively and fairly?
   YES 13 NO ___ MODERATELY 1
   COMMENT: _____

2. How well do you feel the students did in making their presentation?
   EXCELLENT 6 VERY GOOD 5 GOOD 2 FAIR 1 POOR ___
   COMMENT: _____

3. Did the scholars from the humanities contribute to your understanding of the ethnic group through their presentations?
   YES 12 NO ___ MODERATELY 2
   COMMENT: _____

4. Did the students' presentation contribute to your understanding of the ethnic group?
   YES 14 NO 1 MODERATELY 4
   COMMENT: _____

5. Were the scholars interesting? 13, understandable? 13, well-informed? 11, well-organized? 11.

6. Did the audience participate, discuss ideas, ask questions?
   YES 14 NO ___

7. Do you recommend that this kind of student program be continued in high schools?
   YES 13 NO 1
   COMMENT: _____

8. Did the seminar program and materials encourage you to change any of your attitudes regarding the particular ethnic group(s) presented?
   YES 5 NO 6 MODERATELY 2
   COMMENT: _____

9. Please add your own additional comments about the program on the back of this sheet.

Name: _____ (optional)

Representative Comments Noted on Audience Evaluation Forms

- Continue the program in high school.
- Did not realize the Nanticoke tribe was so large.
- Excellent program.
- I am proud of my sister. (Who made a presentation)
- Students presentations were short and to the point, very interesting.
- Continue in high school. Students learn more when involved and students often learn more from each other.
- Fantastic, very well presented.

PRESERVING ETHNIC TRADITIONS

You are invited to
attend a P.E.T. seminar
on

SUSSEX COUNTY FOLKLORE
&
NANTICOKE INDIAN CULTURE
May 3, 1978
7:00 to 9:00p.m.
Sussex Central High School,
Auditorium

Delaware's rich ethnic heritage needs to be preserved. The seminar will provide an opportunity to gain an awareness of the cultural contributions of the featured ethnic groups.

*Presentations by A. Wayne Burton, Retired Teacher; Rev. Sterling Green, Pastor, Wesley United Methodist Church, Georgetown; and Sussex Central High School Students
*Displays and Slide Presentation
*Question and Answer Period

The seminar series is sponsored by the State Department of Public Instruction in cooperation with P.E.T. High Schools. It is free, open to the public and supported by a grant from the Delaware Humanities Forum.

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THE DELAWARE HUMANITIES FORUM

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WILMINGTON HIGH SCHOOL - PROJECT PET SEMINAR

May 4, 1978

Ethnic Groups:	Blacks and Hispanics
Location of Seminar:	Wilmington High School
No. of Persons Attending:	18
Composition of Audience:	Mixed ethnic and racial groups
Teacher Coordinators:	Thomas Goff, Social Studies Sandra Carpenter, English/Language Arts

CONTRIBUTIONS

Scholar:

Dr. Lemuel Moore, Director of Christina Community Center

The scholar presented insights into the future life styles of Blacks, if the Blacks are to improve their economic and social status. Dr. Moore commented on the past frustrations and inequalities suffered by Blacks.

Resource Person:

Mr. Luis Mendez, Bilingual Program Director, Wilmington School District

The resource person's presentation focused on particular features of the Puerto Rican culture and how those features influence Puerto Rican life-styles in the states. Particular cultural traits of the Puerto Rican are sometimes mistaken by Anglos and cause misunderstandings. A particular case in point was Mr. Mendez's statement that Puerto Ricans spend a great deal of time in the streets or in cafe's because of the heat. Community life is found outside the home. When the Puerto Ricans come to the states and congregate in the streets, police often misunderstand this for loitering or congregating to riot.

Students:

The students presented slides and highlights of interviews with members of the Black and Hispanic communities. Individual presentations gave the

audience an insight into the two cultures and stimulated the scholar and resource person to amplify and enlarge on numerous topics. The format also provided for a lively question and answer period.

STRENGTHS AND WEAKNESSES

Strengths:

1. The format of the program gave the audience an opportunity to distinguish between the cultural life-styles of the Blacks and Puerto Ricans.

2. The audience became more aware of their biases.

3. Student presentors contributed to the question and answer period.

4. Adults became more aware of the capabilities of students to present a program of this type.

Weaknesses:

1. Student presentations could have been better rehearsed.

2. More planning time with scholar should have occurred.

RECOMMENDATIONS FOR IMPROVEMENT

1. Scholars and students must have more planning time prior to presentation.

RAZ/nt
6/7/78

Attendance
May 4, 1978
Wilmington High PET Seminar

NAME	ADDRESS
Karen Carpenter	11-11 Spanish Oaks Drive
Sandra Carpenter	11-11 Spanish Oaks Drive
Pearl Livingston	2720 West Fourth Street
Mary Randolph	2729 West Third Street
Cordell Randolph	2729 West Third Street
Joanne Geroan	18 Springlake Drive
Lemuel B. Moore	512 East Sixth Street, Compton, Wilmington
Cheryl M. Graham	Delaware Humanities Forum
Luis Mendez	Bi-lingual Program
Pearline White	316 North Ogle Avenue 19805
Cynthia Moody	505 Pine Street, Wilmington
Walter Moody	President, Wilmington NAACP
Willis Phelps, Jr. (SFC)	DE Army National Guard (SSPC)
Sherry Rasin	501 North Rodney Street Apt. 5

PRESERVING ETHNIC TRADITIONS - PROJECT PET SEMINARS

Organized by the State Department of Public Instruction and presented by High School Students and Scholars with funding from the Delaware Humanities Forum.

In order to evaluate this program for the project directors and the Delaware Humanities Forum, we would appreciate your filling out this questionnaire about the effectiveness of the presentations and the contribution of the scholars who spoke this evening. Please leave this completed questionnaire in the box near the door as you leave. Thank you for coming this evening and for completing this form.

CHECK YOUR RESPONSE AND MAKE COMMENTS WHERE INDICATED:

1. Was the topic, the particular ethnic group, examined objectively and fairly?
   YES 10 NO ___ MODERATELY ___
   COMMENT: _____

2. How well do you feel the students did in making their presentation?
   EXCELLENT 3 VERY GOOD 4 GOOD 2 FAIR 1 POOR ___
   COMMENT: _____

3. Did the scholars from the humanities contribute to your understanding of the ethnic group through their presentations?
   YES 9 NO ___ MODERATELY 1
   COMMENT: _____

4. Did the students' presentation contribute to your understanding of the ethnic group?
   YES 9 NO ___ MODERATELY 2
   COMMENT: _____

5. Were the scholars interesting? 11, understandable? 7, well-informed? 4, well-organized? 3.

6. Did the audience participate, discuss ideas, ask questions?
   YES 8 NO ___

7. Do you recommend that this kind of student program be continued in high schools?
   YES 11 NO ___
   COMMENT: _____

8. Did the seminar program and materials encourage you to change any of your attitudes regarding the particular ethnic group(s) presented?
   YES 6 NO 4 MODERATELY 1
   COMMENT: _____

9. Please add your own additional comments about the program on the back of this sheet.

Name: _____ (optional)

Representative Comments Noted on Audience Evaluation Forms

- The more students hear about other cultures, the better!
- It makes people more aware of their biases.
- Extend to include other ethnic groups.
- Needed and helpful to all.
- Understand better the relationship between Blacks and Spanish.
- Needs to have more p. r. to get community out.

PRESERVING ETHNIC TRADITIONS

You are invited to
attend a P.E.T. seminar
on

BLACK & HISPANIC
cultures
May 4, 1978
7:00 to 9:00p.m.
Wilmington High School,
Room 100

Delaware's rich ethnic heritage needs to be preserved. The seminar will provide an opportunity to gain an awareness of the cultural contributions of the featured ethnic groups.

*Presentations by Dr. Lemuel Moore, Director, Christina Center, Wilmington; Mr. Luiz Méndez, Bilingual Coordinator, Wilmington School District; and Wilmington High School Students
*Displays and Slide Presentation
*Question and Answer Period

The seminar series is sponsored by the State Department of Public Instruction in cooperation with P.E.T. High Schools. It is free, open to the public and supported by a grant from the Delaware Humanities Forum.

DHF **TOWARD 2000:**
THE DELAWARE HUMANITIES FORUM

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MT. PLEASANT HIGH SCHOOL - PROJECT PET SEMINAR

May 16, 1978

Ethnic Group: Ukranians

Location of Seminar: Saints Peter and Paul Church, Wilmington, Delaware

No. Persons Attending: 24

Composition of Audience: Mixture of Ukranians and varied ethnic backgrounds

Teacher Coordinators: David Menser, Social Studies
Kathy Seitz, English/Language Arts

CONTRIBUTIONS

Scholar:

Rev. Paul Hrynyshyn, Rector, Saints Peter and Paul Church

Most informative lecture on the background of the Ukranian ethnic group based on scholar's personal experience and research. The lecture dealt with the traditions practiced by Ukranians in Delaware. Rev. Hrynyshyn's lecture exhibited good planning. Delivery was most commendable and appropriate.

Students:

Presented a well-planned slide presentation on the Ukranian culture. The student narrators did an outstanding job and were obviously prepared to make the presentation. Diction and voice projection were outstanding. Photography in most cases was of top quality for a non-professional student photographer.

Resource Person:

Dr. John Michalcewiz, Principal, Mt. Pleasant High School

Dr. Michalcewiz presented an informative commentary on the Ukranian culture in the form of a slide-tape, audio-visual presentation. This also made an important contribution toward the success of the seminar.

STRENGTHS AND WEAKNESSES

Strengths:

1. The student photography was outstanding for this seminar.

2. Cooperation from the Ukranian community was most helpful toward the success of the seminar.

3. The scholar, resource person and students were very well prepared for the seminar.

4. Audience participation and exchange of information were commendable.

5. Audience oral comments in most cases were positive.

6. Voluntary serving of Ukranian pastries added a further dimension to the evening seminar.

Weakness:

1. There is a need to improve the public relations aspect in order to attract larger audiences.

RECOMMENDATIONS FOR IMPROVEMENT

1. Selection of a topic of high interest to a broad spectrum of people may result in larger audience attendance.

2. Schools involved should have allowed more time for preparation, although teachers and students did provide as much time as they could including week-ends while carrying on regular studies.

DRK/nt
6/7/78

Attendance
May 16, 1978
Mount Pleasant PET Seminar

NAME	ADDRESS
Rev. Paul Wrynyshyn	1406 Philadelphia Pike, Wilmington
Julia Ostafy	2610 Lamper Lane
Alla Rudawsky	524 Ruxton Drive, Wilmington
Dr. Y. Rudawsky	524 Ruxton Drive, Wilmington
Marie and George Dugan	721 Woodsdale Road, Wilmington
John Michalcnog	2408 Marilyn Drive, Wilmington
Robert Zaetta	DPI, Dover
D. Wachter	DPI, Dover
Nicholas Maier	24 Holly Hill Road, Wilmington
Estelle S. Maier	24 Holly Hill Road, Wilmington
Jon Slattery	916 Elizabeth Avenue, Wilmington
Anna S. Lur	24 Holly Hill Road, Wilmington
Ann Dalaski	200 Beeson Road, Wilmington
Carol Howe	414 Brentwood Drive, Wilmington
Sandy Rosenzweig	1105 Grinnell Road, Wilmington
Kathy Seitz	101 Del Monte Place, Wilmington
Cindy Horton	303 Lighthouse Road, Wilmington
Olga Bilincki	3204 Dunlap Drive, Wilmington
Ann Bilik	6 Carl Road, Wilmington
Katherine M. Gunther	1224 Peach Street, Wilmington
Norma A. Dzubak	2502 North Gate Road, Wilmington
Anne B. Hynyshyn	32 Holly Hill Road, Wilmington
Mary Ann Michaliewyz	2408 Marilyn Drive, Wilmington

PRESERVING ETHNIC TRADITIONS

PRESERVING ETHNIC TRADITIONS - PROJECT PET SEMINARS

Organized by the State Department of Public Instruction and presented by High School Students and Scholars with funding from the Delaware Humanities Forum.

In order to evaluate this program for the project directors and the Delaware Humanities Forum, we would appreciate your filling out this questionnaire about the effectiveness of the presentations and the contribution of the scholars who spoke this evening. Please leave this completed questionnaire in the box near the door as you leave. Thank you for coming this evening and for completing this form.

CHECK YOUR RESPONSE AND MAKE COMMENTS WHERE INDICATED:

1. Was the topic, the particular ethnic group, examined objectively and fairly?
   YES 16 NO ____ MODERATELY ____
   COMMENT: _____

2. How well do you feel the students did in making their presentation?
   EXCELLENT 12 VERY GOOD 3 GOOD 1 FAIR ____ POOR ____
   COMMENT: _____

3. Did the scholars from the humanities contribute to your understanding of the ethnic group through their presentations?
   YES 17 NO ____ MODERATELY ____
   COMMENT: _____

4. Did the students' presentation contribute to your understanding of the ethnic group?
   YES 15 NO ____ MODERATELY 1
   COMMENT: _____

5. Were the scholars interesting? 15, understandable? 12, well-informed? 13, well-organized? 11.

6. Did the audience participate, discuss ideas, ask questions?
   YES 13 NO 2

7. Do you recommend that this kind of student program be continued in high schools?
   YES 17 NO ____
   COMMENT: _____

8. Did the seminar program and materials encourage you to change any of your attitudes regarding the particular ethnic group(s) presented?
   YES 8 NO 4 MODERATELY ____
   COMMENT: _____

9. Please add your own additional comments about the program on the back of this sheet.

Name: _____ (optional)

Representative Comments Noted on Audience Evaluation Forms

- Very good job by students.
- Highly recommend program be continued in high school.
- It is educationally sound to learn of other people and customs.
- Slides were excellent and clear.
- Enjoyed the program immensely.
- Definitely recommend continuation of program.
- Students' oral presentation was good.
- They portrayed us Ukranians well!
- The photography was lovely. We thank you for choosing the Ukranians.

PRESERVING ETHNIC TRADITIONS

You are invited to
attend a P.E.T. seminar
on

UKRANIAN
culture
May 16, 1978
7:00 to 9:00p.m.
Saints Peter & Paul Church
Wilmington

Delaware's rich ethnic heritage needs to be preserved. The seminar will provide an opportunity to gain an awareness of the cultural contributions of the featured ethnic group.

*Presentations by Rev. Paul Hrynyshyn, Rector, Saints Peter & Paul Church, Wilmington; and Mount Pleasant High School Students
*Displays and Slide Presentation
*Question and Answer Period

The seminar series is sponsored by the State Department of Public Instruction in cooperation with P.E.T. High Schools. It is free, open to the public and supported by a grant from the Delaware Humanities Forum.

PET TOWARD 2000:
THE DELAWARE HUMANITIES FORUM

STATE OF DELAWARE

DEPARTMENT OF PUBLIC INSTRUCTION
THE TOWNSEND BUILDING
P.O. BOX 1402
DOVER, DELAWARE 19901

KENNETH C. MADDEN
STATE SUPERINTENDENT

RANDALL L. BROYLES
HOWARD E. ROW
JOHN J. RYAN
ASSISTANT SUPERINTENDENTS

DICKINSON HIGH SCHOOL - PROJECT PET SEMINAR

May 17, 1978

Ethnic Group:	Pakistani
Location of Seminar:	Goldey Beacom College, Wilmington, Delaware
No. Persons Attending:	16
Composition of Audience:	Mixed adult group including some members of the ethnic community
Teacher Coordinators:	Charles Johnson, English/Language Arts Ray Higgins, Social Studies

CONTRIBUTIONS

Scholar:

Dr. Shah, Education Officer, Pakistani Embassy, Washington, D.C.

Dr. Shah spoke after the students had presented a thorough historical and geographical background of the Nation of Pakistan. Dr. Shah expanded upon points presented by the students and presented several facets of Pakistani culture, especially those dealing with folklore and national festivals. His lecture complemented the student presentations.

Students:

The student presentation demonstrated a thorough and meticulous research into the Pakistani culture and history. Individual student presentations were very strong and well organized. The individual presentations contributed to a unified view of the Pakistani nation and people. The manner of presentation and the information offered maintained the interest of the audience. A unique feature of the presentation was that the students dressed in Pakistani costumes which were made by the Pakistani community. Parts of the presentation were simulated. The audience had an opportunity to taste Pakistani food and were presented with Pakistani recipes.

STRENGTHS AND WEAKNESSES

Strengths:

1. Research was thorough and of good quality.
2. Presentation demonstrated a great deal of effort on the part of the students.
3. Presentation was outstanding.
4. Audience interest was maintained.
5. The audience was treated to numerous aspects of the Pakistani cultures.

Weaknesses:

1. Inability to reach a larger audience.
2. Better planning between the scholar and students.

RECOMMENDATIONS FOR IMPROVEMENT

1. Improve methods of publicizing the seminars in order to attract a larger audience.

DRK/nt
6/7/78

Attendance
May 17, 1978
Dickinson High School PET Seminar

NAME	ADDRESS
Mary Hammond	4510 Verona Drive
Monica Hammond	4510 Verona Drive
Elizabeth Kaniek	4522 Shady Drive, Wilmington
Rona G. Finkelstein	2600 Pennsylvania Avenue, Wilmington
Doris Morris	1102 Highgate Road
Joseph and Mary Ann Demo	2648 Whitman Drive, Wilmington
Julie Ostafy	2610 Lamper Lane, Wilmington
Cynthia Jones	Forrest Hills Apt., Apt. E-12 New Castle
Cindy Laskowski	117 Walnut Street, Newport
Matt MacQueen	
Ann Serge	3316 Heritage Drive, Westminster, Wilmington
Linda Brown	213 Kingsly Drive, Newark
Sharon White	112 Mallow Lane, Newark
Joan Bosin	

PRESERVING ETHNIC TRADITIONS

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In order to evaluate this program for the project directors and the Delaware Humanities Forum, we would appreciate your filling out this questionnaire about the effectiveness of the presentations and the contribution of the scholars who spoke this evening. Please leave this completed questionnaire in the box near the door as you leave. Thank you for coming this evening and for completing this form.

CHECK YOUR RESPONSE AND MAKE COMMENTS WHERE INDICATED:

1. Was the topic, the particular ethnic group, examined objectively and fairly?
   YES 14 NO ____ MODERATELY ____
   COMMENT: _____

2. How well do you feel the students did in making their presentation?
   EXCELLENT 9 VERY GOOD 3 GOOD ____ FAIR ____ POOR ____
   COMMENT: _____

3. Did the scholars from the humanities contribute to your understanding of the ethnic group through their presentations?
   YES 13 NO ____ MODERATELY ____
   COMMENT: _____

4. Did the students' presentation contribute to your understanding of the ethnic group?
   YES 14 NO ____ MODERATELY ____
   COMMENT: _____

5. Were the scholars interesting? 10, understandable? 7, well-informed? 9, well-organized? 7.

6. Did the audience participate, discuss ideas, ask questions?
   YES 14 NO ____

7. Do you recommend that this kind of student program be continued in high schools?
   YES 14 NO ____
   COMMENT: _____

8. Did the seminar program and materials encourage you to change any of your attitudes regarding the particular ethnic group(s) presented?
   YES 9 NO 3 MODERATELY 1
   COMMENT: _____

9. Please add your own additional comments about the program on the back of this sheet.

Name: _____ (optional)

Representative Comments Noted on Audience Evaluation Forms

- Superb research, accurate depiction.
- It contributes to international understanding.
- Well done. Keep it up!
- Commendable job in handling a topic difficult to research and gained a real understanding of the Pakistani people and culture.
- Scholars were very good.
- An excellent presentation.
- Did plenty of research.
- Would have liked examples of art work and jewelry.
- Impressed by the humanistic aspect of the culture.
- Showed many hours put into the research.
- Sharing an evening with Pakistani people and learning about their lives, customs and environment was most beneficial.
- Well presented by the students.

PRESERVING ETHNIC TRADITIONS

You are invited to
attend a P.E.T. seminar

on

PAKISTANI
culture
May 17, 1978
7:00 to 9:00 p.m.
Goldey Beacom College,
Pike Creek Valley Campus,
Student Lounge

Delaware's rich ethnic heritage needs to be preserved. The seminar will provide an opportunity to gain an awareness of the cultural contributions of the featured ethnic group.

*Presentations by a Representative of the Pakistani Embassy and Dickinson High School Students
*Displays and Slide Presentation
*Question and Answer Period

The seminar series is sponsored by the State Department of Public Instruction in cooperation with P.E.T. High Schools. It is free, open to the public and supported by a grant from the Delaware Humanities Forum.

TOWARD 2000:
THE DELAWARE HUMANITIES FORUM

PRESERVING ETHNIC TRADITIONS

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CHECK YOUR RESPONSE AND MAKE COMMENTS WHERE INDICATED:

1. Was the topic, the particular ethnic group, examined objectively and fairly?
   YES 21 NO ___ MODERATELY ___
   COMMENT: _____

2. How well do you feel the students did in making their presentation?
   EXCELLENT 5 VERY GOOD 11 GOOD 5 FAIR ___ POOR ___
   COMMENT: _____

3. Did the scholars from the humanities contribute to your understanding of the ethnic group through their presentations?
   YES 19 NO ___ MODERATELY ___
   COMMENT: _____

4. Did the students' presentation contribute to your understanding of the ethnic group?
   YES 16 NO ___ MODERATELY 5
   COMMENT: _____

5. Were the scholars interesting? 20, understandable? 16, well-informed? 15, well-organized? 15.

6. Did the audience participate, discuss ideas, ask questions?
   YES 19 NO ___

7. Do you recommend that this kind of student program be continued in high schools?
   YES 20 NO ___
   COMMENT: _____

8. Did the seminar program and materials encourage you to change any of your attitudes regarding the particular ethnic group(s) presented?
   YES 9 NO 3 MODERATELY 6
   COMMENT: _____

9. Please add your own additional comments about the program on the back of this sheet.

Name: _____ (optional)

Representative Comments Noted on Audience Evaluation Forms

- Should be a continuous project.
- Ethnic group was examined somewhat superficially.
- Students did not present much information.
- Interesting, but needs more publicity.
- Students could use some work in public speaking.
- Scholar brought in personal experience that proved interesting.
- Excellent photos which gave one a feel of the life of the Amish.
- Students seemed to have a deep personal interest.
- Helps students gain an awareness of values of other ways of life.
- Enjoyed hearing some of the popular misconceptions and the truth behind them.
- Research by students is a much better way of teaching.
- Definitely enriching to students.
- Presentation made my understanding of the Amish dearer.
- Project well motivated and organized.
- Cleared up many misconceptions. Highly informative.
- Look forward to more contacts with the Amish.

APPENDIX 10

INSERVICE PROGRAM
FOR
CONTINUATION OF PROJECT

INSERVICE COURSES

FROM

THE DELAWARE CONSORTIUM FOR STAFF DEVELOPMENT

SPONSORED BY

THE DEPARTMENT OF PUBLIC INSTRUCTION,

NEW CASTLE COUNTY SCHOOL DISTRICT,

SCHOOL DISTRICTS IN KENT AND SUSSEX COUNTIES,

AND

THE UNIVERSITY OF DELAWARE

FUNDED THROUGH EMERGENCY SCHOOL AID ACT and
STATE RIGHT TO READ LEADERSHIP AND TRAINING GRANT

THE DELAWARE CONSORTIUM FOR
STAFF DEVELOPMENT

MAILING ADDRESS
STAFF DEVELOPMENT OFFICE
3606 CONCORD
WILMINGTON, DELAWARE 19803
TELEPHONE (302) 478-7267
(STATE COURIER SERVICE MAY BE USED)

DL 61-cB

Title/Name: TEACHING SOCIAL STUDIES THROUGH THE BASICS

Course Number: 700 Clock Hours: 6 Inservice Credit: 2/5

Intended Audience: Social Studies Teachers (K-12)

Schedule: December 4 and December 11, 1978 - 7:00 p.m. - 10:00 p.m. Department of Public Instruction, Townsend Building - Curriculum Resource Center

Instructor(s): Donald R. Knouse

Description: The course is designed to instruct teachers in the methods to be utilized for involving reading comprehension skills, vocabulary skills, and thinking and writing skills in social studies.

Title/Name: MAKING THE SOCIAL STUDIES GUIDE WORK FOR YOU

Course Number: 701 Clock Hours: 6 (for each area) Inservice Credit: 2/5 (for each area)

Intended Audience: Social Studes Teachers - K-6

Schedule: Area IV - January 9, 23, 1979 - 4:00 p.m. - 7:00 p.m. Eisenberg School
Area III - January 16, 30, 1979 - 4:00 p.m. - 7:00 p.m. Bayard School
Area II - February 6, 20, 1979 - 4:00 p.m. - 7:00 p.m. Mote School
Area I - February 13, 27, 1979 - 4:00 p.m. - 7:00 p.m. Lancashire

Instructor(s): Elementary Supervisor

Description: The workshop would provide teachers an opportunity to read and discuss social studies goals and objectives. Suggestions will be given as to the correlation of objectives with available texts and other resources.

Title/Name: COMPETENCY-BASED CONSUMER EDUCATION WORKSHOP

Course Number: 702 Clock Hours: 15 Inservice Credit: 1

Intended Audience: Home Economics, Social Studies, and Business Education Classroom Teachers

Schedule: January 16, 18, 23, 25, 30, 1979 - 4:00 p.m. - 7:00 p.m. Del-Tech Community College, Georgetown Campus, Learning Resource Center
March 15, 19, 22, 26, & 29, 1979 - Del-Tech Community College, Stanton Campus

Instructor(s): Donald R. Knouse and Hester Stewart

Description: As a result of this workshop, teachers will: 1) increase knowledge about essential CE comp.; and 2) increase skills in selecting and utilizing materials to help students, grades 9-12, develop competencies in consumerism.

Title/Name: TECHNIQUES FOR PROMOTING CULTURAL UNDERSTANDING

Course Number: 703 Clock Hours: 6 Inservice Credit: 2/5

Intended Audience: Content area teachers / human relations specialists

Schedule: January 24, March 4, 1979 - 7:00 p.m. - 10:00 p.m. Stanton Jr. High School - Area II - NCCSD

Instructor(s): James Gervan, Donald Knouse, Robert Zaetta

Description: Participants, after training, will enter ethnic communities to gather information about the cultural heritage and life styles of the people and develop a teaching unit for classroom use.